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WORKS,

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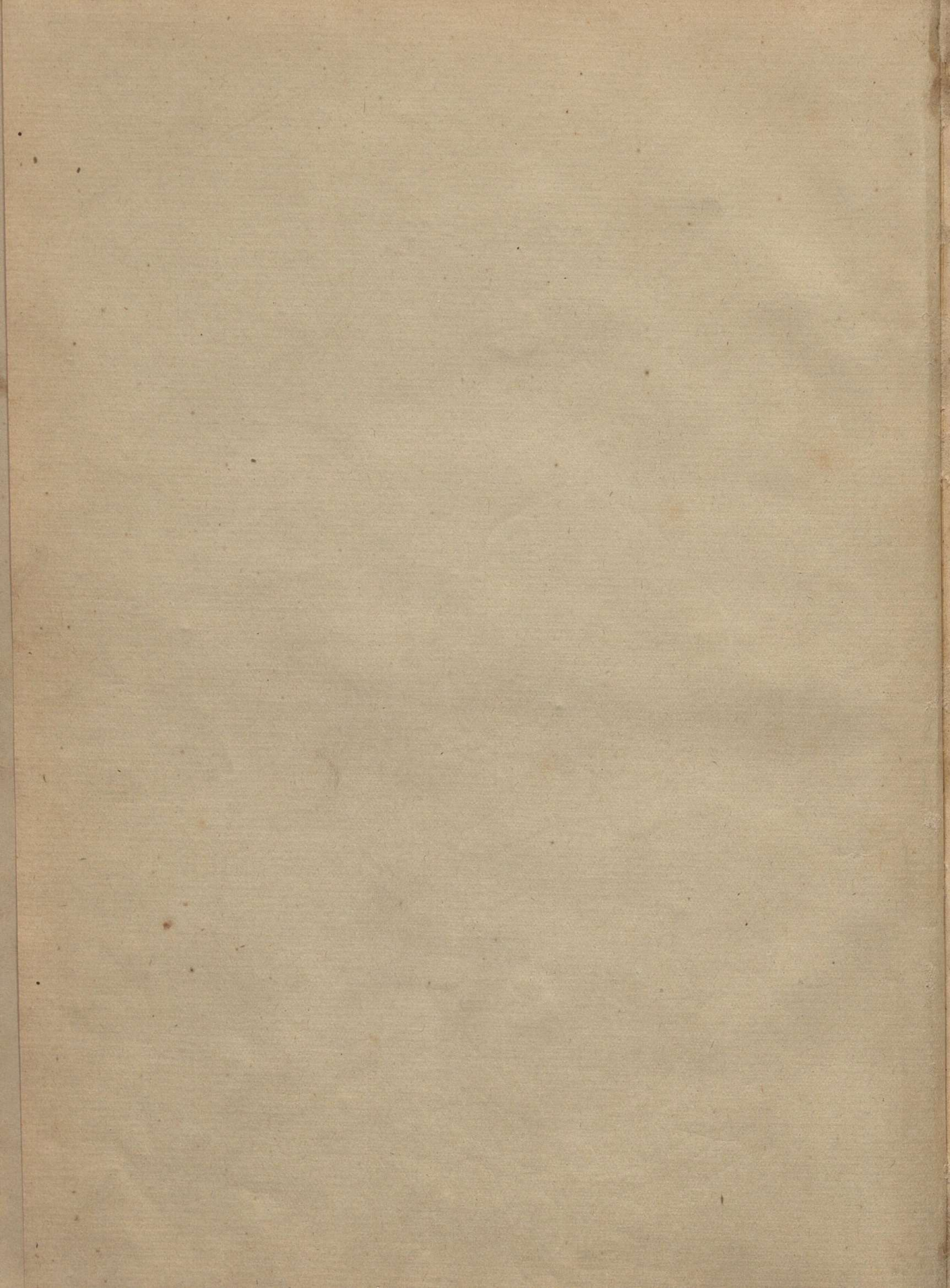


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THE  
GOVERNMENT BRENNER COLLEGE  
MAGAZINE

TELLICHERRY



DIAMOND JUBILEE SOUVENIR

1951

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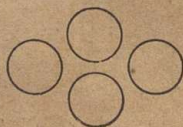
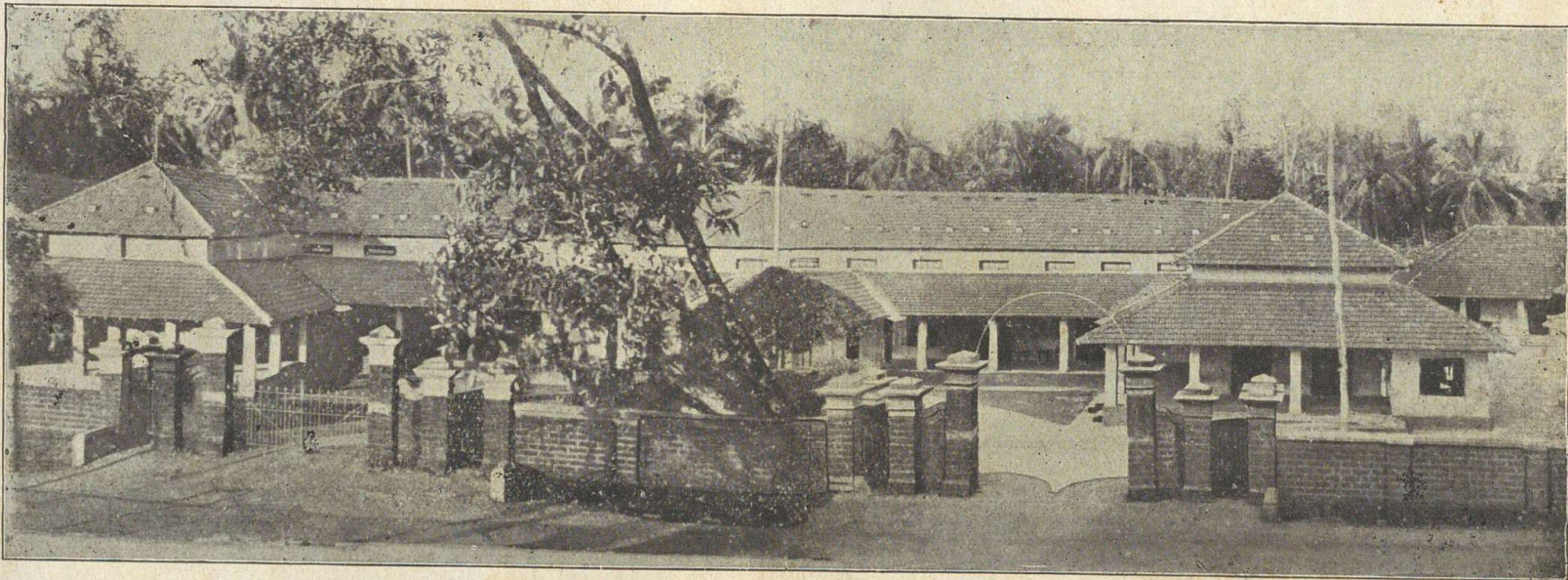


Plate 1



THE COLLEGE BUILDINGS (OLD BLOCK)

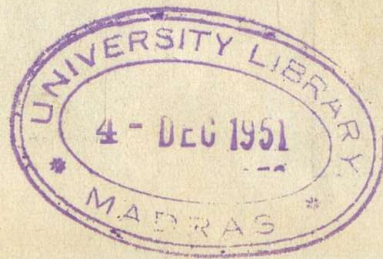
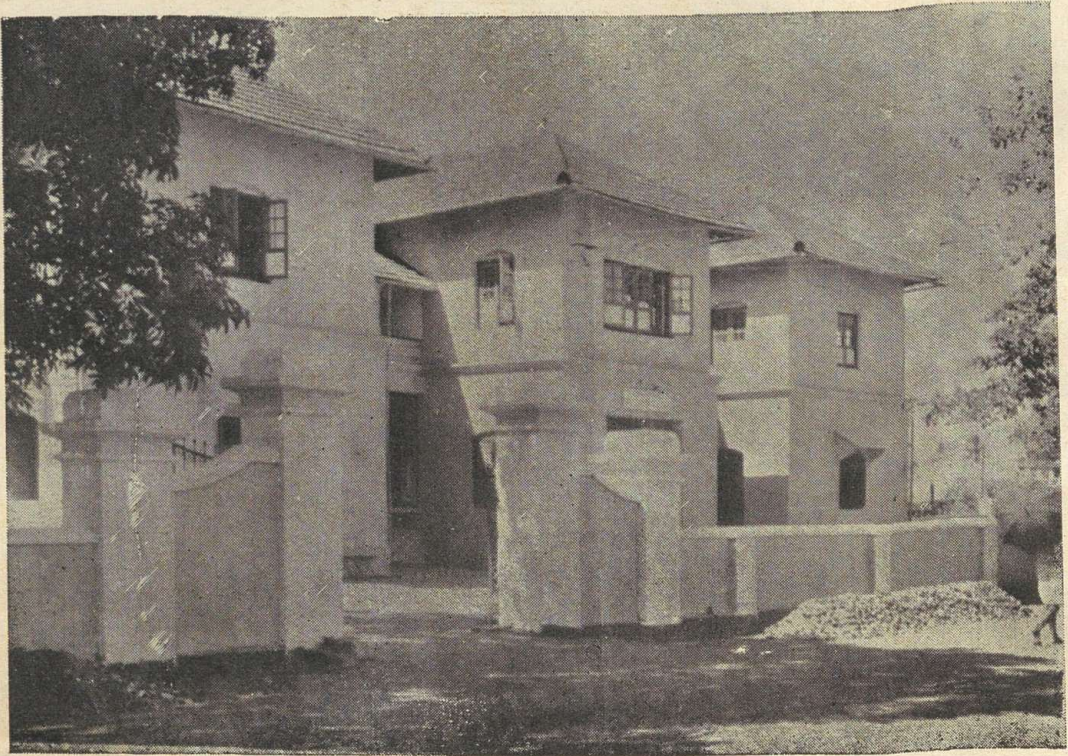


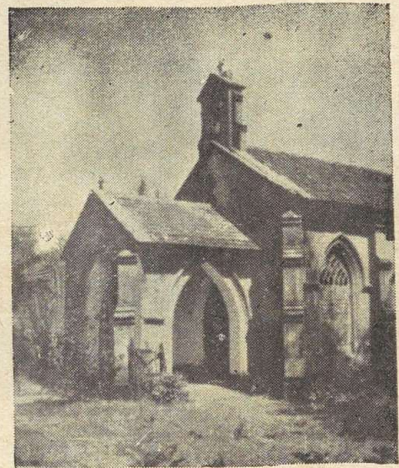
Photo 2



The College Buildings (Municipal Block)



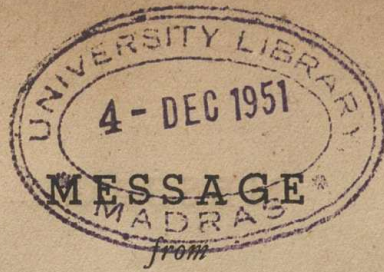
The memorial tablet on the College wall



The Church for which Brennen made an endowment

# MESSAGES

MESSAGES



THE HON'BLE SRI P. S. KUMARASWAMY RAJA  
*Chief Minister of Madras*

Fort St. George  
Madras  
*10th January, 1951*

I am glad that the Government Brennen College, Tellicherry is celebrating its Diamond Jubilee in February 1951. The Jubilee celebrations mark the completion of several years of service and devotion of the College to the cause of higher University Education. I know that this institution has played and is still playing its part worthily and usefully in the field of Education. The Diamond Jubilee shall be looked upon by everyone connected with this institution, now as well as in the past, with pride and pleasure. Particularly for the old students of the College, who have benefited by their learning in the institution, the Diamond Jubilee shall be an event of special significance. I wish the function every success.

P. S. KUMARASWAMY RAJA

# MESSAGE

*from*

THE HON'BLE SRI K. MADHAVA MENON  
*Minister for Education and Law, Madras*

Fort St. George

Madras

*10th January, 1951*

Hearty congratulations to the Brennen College on the occasion of its Diamond Jubilee. The College can be proud of its achievements and the hoary traditions it has built up. May it continue its service greater and greater.

K. MADHAVA MENON

# MESSAGE

*from*

SRI S. GOVINDARAJULU  
*Principal, Law College, Madras*

Law College  
Madras

*28 January, 1951*

I thank the staff, students and yourself for the kind invitation to the Diamond Jubilee celebrations of Brennen College. Those of us who are at a distance must content ourselves by offering good wishes. More than ten years ago some of our colleges celebrated their centenaries; several others already have or would soon be celebrating their jubilees. Most of these institutions were established by foreigners and until recently were under their control; the founders had a vague idea that education on the lines established may rouse a love of freedom in the people of the country. For many this prospect was comfortably distant but we must acknowledge that there were a few noble souls who sincerely worked for its early achievement. But the results of education in the political field have been far more rapid than what even the most optimistic anticipated thirty years ago.

Let us cherish this education that gives us love of liberty—the most valuable asset that has survived to us out of the disasters of foreign rule. May Brennen College live long and shape young men to consolidate our new freedom.

S. GOVINDARAJULU

# MESSAGE

*from*

REV : JEROME D'SOUZA

*Principal, Loyola College, Madras*

Let me offer to Government Brennen College my personal congratulations on the completion of 60 years of most meritorious work in the service of the youth of the country. I cannot forget my own personal contacts with the College; the privilege I had of presiding at the College Day some years ago, and my visit as member of the University Inspection Commission. At that time we noticed with great happiness the fine plans for the expansion of the College which the needs of the District made imperative. I hope and pray that these plans may be carried out in their fulness and that Government Brennen College may be enabled in the years to come to increase and widen its already great sphere of usefulness. I pray for God's blessings on the Institution, and wish the celebrations all success.

D'SOUZA, S. J.

# MESSAGE

*from*

SRI T. S. AVINASHILINGAM CHETTIAR

Sri Ramakrishna Mission Vidyalaya

Perianaickenpalayam R. S.

Coimbatore Dt.

*24th January, 1951*

Many thanks for your kind invitation for the Diamond Jubilee of your college. I wish the Celebrations all success.

The Brennen College is an old one and I have no doubt it has a bright future.

With my best wishes,

T. S. AVINASHILINGAM

# MESSAGE

*from*

Mrs. MONA HENSMAN, M. L. C.

63 Harrington Road,  
Chetput, Madras - 10

*28th January, 1951*

I have always enjoyed my contacts with the College, and have noted the eminent gentlemen who have been Principals of the same.

The tradition of the past has been fine, students of the College have already contributed to national life as men of business, of law, of letters, and of politics. My sincerest wish is that the students of Brennen College, both now and in the years to come, will stand fearless for the truth, speak and act justly, and live at peace with all men. Congratulations to all on this happy day.

MONA HENSMAN

**HISTORY**  
**OF**  
**GOVERNMENT BRENNEN COLLEGE**  
**TELLICHERRY**

HISTORY

OF

GOVERNMENT BUREAU COLLEGE

TELETYPE



**M**YSTERIOUS are the ways of this world. How strangely connected are some of its phenomena with certain others of a totally different type! For example, what possible connection could there be between the emptiness of the human stomach and the clearance of the forest? Yet, science has established a connection between the two. The stomach is empty because of the food shortage. The food shortage has been brought about by failure of rains. Failure of rains, again, is attributed to the disappearance of forests. Certain events are also like this. Some of them which take place today may have been brought about by some others of quite a dissimilar nature. Who, for instance, could, by any stretch of imagination, guess that the wreck of a ship would lead to the rise of an institution! Yet, that is what has actually happened in the case of our College.

Somewhere about the middle of the nineteenth century there was a shipwreck off the coast of Tellicherry, and among the survivors who came ashore was also the Captain of the wrecked vessel. Sometime after he secured employment in the local Port Office as its Master Attendant, and he settled down in this town. He made some savings, and his generous disposition found expression in several philanthropic acts. And while taking leave of this world he set apart almost his entire savings for various charitable purposes, mostly for the benefit of this town, thus proving himself worthy of the shelter afforded to him by Tellicherry. And it was one of his last wishes that part of his savings should be utilized for starting an educational institution. The name of this noble soul was Edward Brennen.

Now, a peep into the life of Brennen may not be out of place. But unfortunately not much is known about this. He seemed to have lived single, and his hobby was giving alms to the poor. It is said that in the evenings he used to go out in a sort of push-push, a three wheeled carriage, giving alms to all the poor children on the wayside. He had an adopted son bearing his own name, but he was of unsound mind. (Some say he was an idiot.) Anyhow Brennen had arranged for his treatment in England, but it was ineffective. From the accounts kept by Mr. F. C. Brown of Anjarakandy, the later guardian of Junior Brennen and manager of his properties, it is found that the boy was taken to England twice after senior Brennen's death, once in 1861 and then again in 1868. He was accompanied by one John Noronho. Later he seems to have been under the care of the German Mission at Mangalore.

Edward Brennen seems to have retired from service before his death on October 2nd, 1859, because a pension of Rs. 106/- for September 1859 formed part of the assets which he left behind for Junior Brennen. Senior Brennen's earnings at the time of his death amounted to about one and a half lakhs of rupees—by no means a small

## OUR FOUNDER

sum in those days of the nineteenth century when cost of living was so low. The buildings of the Sub Collector's office (Thukti Kutchery) and a house probably the bungalow, were owned by him. The former was yielding him a rent of Rs. 40/- p. m. and the latter Rs. 50/- p. m. The income tax and house tax for junior Brennen came to Rs. 36/- for the year 1861.

Just a fortnight before his death Brennen disposed of the bulk of his fairly substantial cash possessions by a will dated 17-8-1859. By another will he had made endowments for a school and an Anglican church. Rev. Mr. Deane raised further subscriptions towards the construction of the Protestant Church and after sanction of a revised estimate of Rs. 7280/- in 1867 the church took shape. (It stands in the vicinity of St. Joseph's High School) In 1846 Brennen had entrusted to the Accountant General a sum of Rs. 3000/- on account of the Tellicherry Poor Fund, interest from which was to be distributed to "the poor of all castes and creeds".

Brennen's will of 17-8-59 dealt with Rs. 60,000 invested by him in 4% loan of the Government of India, and vested in Thomas Sumsden Strange of Madras and Francis Carnac Brown of Tellicherry (Anjarakandy) as executors of trustees. They were to pay the dividends and interest thereon to the testator's adopted son during the latter's life time. After his time the executors were to pay Rs. 6000/- to Mrs. Seaton, a widow, Rs. 6000/- to the testator's god-daughter Miss Thatcher, Rs. 6000/- to Capt. Michael Houghton, Rs. 6000/- to the Lawrence Asylum at Ootacamund, but only "if under the rules of the Asylum the children of Roman Catholic parents shall be, and continued to be admitted therein upon the same terms and conditions in all respects as the children of Protestant parents", Rs. 6000/- each to the Marine Society in London and Madras; Rs. 1000/- to Rev. William Hoch of the German Mission, and the balance which came to Rs. 23,000 was to be devoted, if Francis C. Brown predeceased Junior Brennen (as it actually happened) "to and for the benefit of the poor of Tellicherry", the executors being asked to pay the interest to the Senior Judge of Tellicherry.

In 1898, long after the death of the adopted son, a petition came up before Mr. Justice Stirling of the Chancery Division of the High Court of Justice in England to construe the terms of the will. It seems to have been contended that the legacy in favour of the poor of Tellicherry was void for vagueness. However, the Judge ruled that the balance shall be invested in the name of the Official Trustee of Charitable Funds in England, and the income periodically remitted to the Senior Judge, Tellicherry for the purpose of being distributed by him among the poor of that place "The interest thus received is being distributed now by the District Judge, acting in collaboration with the Revenue Divisional Officer, mainly on the population basis of the various castes and communities. Out of this fund the Tellicherry Municipality obtained a sum of Rs. 600/- in 1900 for the

## OUR FOUNDER

Municipal Hospital, it being agreed that "the Hospital exists largely if not entirely for the benefit of the poor."\*

The nature of these endowments show the charitable disposition of the donor and his broadmindedness in matters of religion, education and philanthropy.

The epitah on his tomb runs as follows:

"He was one of God's noblest works in India, a sterling upright Englishman." A well deserved tribute indeed! The following is the English rendering of a passage from an article that appeared recently in a Malayalam journal: "By his extremely generous act Edward Brennen has elevated himself to immortality. The Brennen College founded out of his liberal donation stands as an eternal memorial to him. It is itself a biography of his life, and it is full of life. Those who desire to know the story of his life can read the sum and substance of his life in this work. Edward Brennen, the illustrious son of England-not of an England that gave birth to Clive and O'Dyer, but of that true England for which we still have love and regard-will ever live in the world of our memory, though not with the knowledge of his countrymen, as an unofficial ambassador of his country."

As the contributor to the Tellicherry Municipality Silver Jubilee Souvenir observes "Men of his like have been enriched by and have enriched Malabar: The example is there for other men and women to follow." But actually how many have followed this example so far? Oh! Brennen, North Malabar has yet to see a soul like you. It is almost a century since you set a noble example to the people of this part by your generous act. Yet not a single individual has yet loosened the strings of his purse for such a beneficial purpose. Even to keep in tact this magnificent edifice which rests upon your strong foundation they are loath to come forward. Your soul from its place of eternal rest might be shouting out cries of shame. If only they heard it!

Mr. Brennen, it is an old saying in your country, "The king is dead, long live the king." We may be permitted to modify it and say: "Brennen is dead, long live Brennen" and also add "Long live his Institution."

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\* For this account about Brennen's endowments we are indebted to Mr. 'K' for his article in the Tellicherry Municipality Silver Jubilee Souvenir (1948) —Ed.



# Through Sixty Years

## THE BRENNEN ENGLISH SCHOOL

**E**VEN as the mighty oak springs out of the little acorn, so has this sixty year old College grown out of the small school opened way back in 1862.

Brennen's endowment for the school to be named after him amounted to Rs. 8,900\*. It was to be a free school, the object of which is mentioned in the inscription on the memorial tablet still to be found on the College wall. It reads thus :

“This free school was founded and endowed by Edward Brennen, Esq., of Tellicherry to give to boys of all castes, creeds and colour a sound English Education.”

Ever honoured be his memory !

1st September 1862.

In 1860 the Government Solicitor was asked to prepare the necessary trust deeds, and the Director to submit proposals for the provision of a school house at Tellicherry. The school actually came into existence in 1862. It seems to have been opened on an auspicious day. Unlike many of the other institutions of those days this English school later became a High School, developed into a College in due course, and after the lapse of more than half a century attained the status of a first grade collegiate institution. Brennen could never have hoped in those days that one day his small free school would grow into such a big institution and become the Alma Mater of full blown graduates receiving their degrees from the Madras University.

By founding this institution Brennen laid generations of North Kerala people under a heavy debt of gratitude to him. Of hundreds of men and women, many of them occupying distinguished positions in various walks of life, in India and outside, this institution has become the Alma Mater.

## THE HIGH SCHOOL

The Brennen Free School was opened in 1862 under the auspices of the Basel German Mission. The school had three classes and considerably less than a hundred pupils. In the same year this infant Brennen School was amalgamated

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\*In view of the fact that in 1813 the Government set apart only a lakh of rupees for education in the whole of British India one cannot underestimate the value of this sum for a small town like Tellicherry.

## THROUGH SIXTY YEARS

with the Basel German Mission School under the name of Basel German Mission Brennen English School and was managed by Rev. Reinhardt who was also the Headmaster. Mr. Ganesh Shenoy, the grand father of Mr. Viswanath Shenoy, the Treasurer of our Old Boys' Association was a teacher in the school for the first two months. In 1868 it was raised to the rank of a High School, and in 1871 students were presented for the first time for the Matriculation examination. In 1872 the Government took over management from the Mission. Thus the school became the Government Zillah (District) school. This was in accordance with the Government policy to maintain and manage Government schools in important centres. It appears that at about this time there was also a memorial to the Government from the leading citizens of Tellicherry protesting against the continuance of the management by the Mission authorities\*\*. After the Education Commission of 1882 and under Lord Ripon's scheme of self-government the management was transferred to the Municipality—that of the middle school in 1883 and of the High School in 1884, the Government paying for the time the net cost of the High School department. And upto the close of the First World War and the Reforms of 1919 the management remained in the hands of the Municipality.

### THE MUNICIPAL COLLEGE

The year 1890 forms an important land mark in the history of this institution, because that year witnessed the blossoming forth of the High School into a College.

One cannot but praise the liberality of the Municipality which embarked upon such a costly venture in those days in spite of its limited finance. But higher praise should be reserved for an individual, a distinguished educationist from whom the real inspiration came. That was Mr. P. P. De Rozario who was then Headmaster of the High School. Rao Sahib N. Kelu Nair, Retired Presidency Magistrate, who was an *alumnus* of the college in those days observes that the institution was raised to a college "mainly through the personal efforts of the late Mr. P. P. De Rozario." To quote him at greater length, "You cannot at present realize the difficulties and hardships experienced by students in those days for want of a college in this part of the district. There was only one second grade college at Calicut and then there was no railway connection between Tellicherry and Calicut, the line to Tellicherry having been opened only in 1904. But for Mr. Rozario's efforts, very many of us would not have received higher education. His memory will ever be cherished with gratitude by the people of North Malabar."\* Mr. M. Chandu Munshi, who was appointed as Malayalam Pandit in 1896 by Mr. Rozario also refers to the "untiring efforts" made by the latter to develop the institution into a

\*\*Ref: Toast of the College by Rao Sahib N. Kelu Nair on College Day in 1943. Government Brennen College magazine, March 1943. (pp. 15-16)

\*Toast of the College: Brennen College Magazine, March 1943.

college. No wonder Rao Sahib P. Ramunni Marar, B. A., B. L., who was a student of this institution from 1885 to 1894, in his presidential address on the College Day in February 1935 spoke of this public spirited personage as "The Father of this College".

Thus the F. A. Class was opened in 1890, and Mr. Rozario himself became the Principal. "Amongst his assistants were such eminent teachers as the late Rao Bahadur Sreenivasa Iyer, who after being the Principal of this college for some years became the Principal of the Hindu College, Tinnevely; the late Mr. Seshagiri Prabhu who had earned a name as a teacher in several other places as well and the late Mr. K. Krishnan Nair who later became the Principal of this college for several years....."

About the instruction and extra-mural activities in those days Rao Sahib Kelu Nair says. "The course of studies in those days was different; we had no option to select any group of subjects we wished to be taught as you have today, and the compartment system of passing the examinations was not in vogue then. Games were practically nil and college associations were unknown. Our activities were confined to the class rooms and prescribed text books." This may be supplemented by what the late Mr. Moorkoth Kumaran, also a student of Mr. Rozario, has to say in his reminiscences: "In those days it was not the practice to appoint specialists to teach the various subjects in colleges as at present. Mr. Rozario was a Mathematics graduate. It was he who taught arithmetics in Matriculation class, and English poetry and Physiology in the F. A. class." Mr. Rozario was not only an able teacher, but also an efficient administrator.

The strength in the college classes in those days according to an old boy, did not exceed twenty. Probably to provide additional accommodation consequent on the opening of the college section a hall on the left wing of the main building was constructed in 1890 itself. A further expansion of the buildings took place in 1906 when the set of rooms on the right wing was added. The laboratory buildings were put up only just a year before the outbreak of the First World War; and the gas and electric installations were completed during war time (1915-16). It is to the credit of the Municipality that with its limited means it could accomplish all this, incurring an expenditure of Rs. 40,000.

The College which thus began its life under the parental care of Principal Rozario enjoyed his protection and guidance for a full decade, the last decade of the nineteenth century; and when the century ended his regime also came to an end, for he went back to Government service as the Principal of the Government College in the neighbouring district, at Mangalore. His departure was indeed a great loss to the institution, but it had the good fortune to be served by a line of distinguished men, viz., Mr. I. Srinivasa Iyer (1901-1902) and (1903-1910), Mr. A. S. Vaidyanatha

## THROUGH SIXTY YEARS

Ayyar (1902-1903) Mr. A. H. Davey (1910), and Mr. K. Krishnan Nair (1910-1919), all of whom were Principals under the Municipal management, the largest regimes being those of the first and the last. (Separate accounts about these personalities appear in the following pages.)

### BACK IN GOVERNMENT HANDS

With the Montague-Chelmsford Reforms of 1919—the first step towards provincial autonomy—a change in educational policy took place, and our institution was provincialised. Thus for the second time management came under Government hands, for good this time. The object of the Government in taking over the college was to run it as a model institution like similar ones at Palghat and Coimbatore.

When the Government took over management on 1-6-1919 Mr. K. Mangesh Rao, school assistant was temporarily in charge of the college, Mr. Krishnan Nair having already retired. But shortly after Mr. S. V. Venkateswara Ayyer was appointed Principal and he assumed office on 2-8-1919. The following gentlemen were on the staff at the time:

- Mr. A. S. Vaidyanatha Ayyar, M. A., L. T. (Assistant Lecturer in History)
- Mr. N. Venkatasubbiah, M. A., L. T. ( do. in English)
- Mr. S. Raman, B. A. (HONS) L. T. ( do. in Physics)
- Mr. S. A. Mani, B. A. (HONS) ( do. in Mathematics)
- Mr. N. Sreenivasachariar, B. A. (HONS) L. T. ( do. in Logic)
- Mr. M. Korappan Gurukkal (Malayalam Pandit)
- Mr. M. Neelakantan Moosad (Sanskrit Pandit)
- Mr. C. V. G. Nambiar, B. A., L. T. Asst. for Malayalam Composition)

In the High School department there were 13 school assistants, 10 of whom were L. T.s, and there were special instructors also. The Branch school at Thiruvangad was manned by 10 staff members headed by Mr. P. V. Raman Nair, B.A., L.T.

The overall strength of the institution for the last year under municipal management and the first year under government management was as follows:

College Department	High School Department	Brennen Branch School	Total
1918—19: 40	327	257	624
1919—20: 51	300	253	604

It was indeed a sad commentary on the state of affairs in North Malabar that out of the 51 students in the college classes only just 9 belonged to these parts, while 41 were from South Malabar and Cochin and one was from Trichinopoly

district (probably the son of some official who came on transfer.) Of course in the High School and Branch School departments there were only just a dozen from outside North Malabar.

As to instruction, there were two groups provided under Part III, viz., Group (i) and Group (iii); under the latter group combinations were provided as given below:

- (a) Ancient History, Modern History and Logic
- (b) do. do. and Malayalam
- (c) do. Logic and Malayalam.

The majority of students were for Group (iii), those for Group (i) numbering only 17. The percentage of pass at the university examination in 1919 was 61.

The first year under Government management was a year of great enthusiasm and increased activity. It looked as if the institution had acquired a new life. Extra-curricular activities were given great importance. Several college societies were formed, and their meetings attracted old boys, school teachers and others. A Child Health and Welfare Association was also formed, one of the objects being to provide students with tiffin at cheap rates. Several excursions were conducted to places of historical and industrial importance, and of these one was to Dharmadam Island and the ruins of Dharmadam Fort. Would those people have ever thought that their visit to the Dharmadam Fort was going to be the forerunner of a series of visits at a distant future by various officials including Directors of Public Instruction and Ministers of Education to inspect the site with a view to shift the very college itself to that spot! But this move was dimly anticipated in very first Administration Report of the college under government management, which stated that want of accommodation was keenly felt even then. And it continued to be keenly felt in subsequent years, and more keenly after the development of the college into first grade. Ever since the Government took over management there have been proposals for expansion. However in 1920 the proposals related only to the acquisition of some adjoining sites. The Director of Public Instruction paid a personal visit to the site, and consequently a budget allotment of Rs. 10,000 was made. Proposals were also submitted for a hostel. It is also noteworthy that the Governor, Lord Willingdon visited the college in November 1919 accompanied by Lady Willingdon. "They went round the classes at work and appreciated the work of students especially in History and Geography" (Administration Report for 1919-20.)

For athletic activities the college had no play ground of its own, and the public maidan was used twice a week with the permission of the Revenue Divisional Officer—a practice which continues unto this day. The College Co-operative Union had been started in 1918 with the main object of supplying students books

and stationery at cheap rates. In the following year steps were taken to get the union registered under the co-operative Act. And in June 1920 the union was registered with limited liability. Consequently its membership rose from 13 to 70. As to the college library it contained about 2800 volumes when the Government took over, and during the first year more than 600 volumes were added. The branch school at Tiruvangad was maintained as an integral part of the college. A plan was also mooted to shift the Training School from Calicut to Tellicherry.

As to the financial aspect, expenditure for the first year amounted to Rs. 28,752, and receipts to Rs. 17,542, thus leaving a deficit of Rs. 11,210. The revived public interest in the college evinced itself in the endowment of two scholarships by the old boys, one by Sri Pattath Ramunni Marar, B. A., B. L., and the other by Sri Krishna Bhagath, B. A.

Thus the first year under Government management was, so far as the college department was concerned, a year of added strength, renewed vigour and increased activity.

#### THE PRE-DEPRESSION DECADE

Three years later, under the regime of Mr. W. B. Brierley, the institution celebrated the Diamond Jubilee of the opening of the school (in September 1922.) It was "by all accounts a most successful function." By that year the strength of the College Department had increased to 107, that of the High School to 458 and of the Brennen school to 189. Of the 107 college students 89 were from North Malabar 17 from South Malabar and 1 from South Canara; and in the school department there were 35 students from South Malabar, 1 from South Canara, 1 from Cochin state and 2 from Madura. Under group (iii) there were five combinations for the 28 students in the Senior Intermediate in the following order:

(a) Ancient History, Modern History and Logic	...	13
(b) do. Logic and Malayalam	...	9
(c) do. Logic and Sanskrit	...	1
(d) do. do. and Malayalam	...	4
(e) Modern History, Logic and Sanskrit	...	1
		<hr/> 28

Group (i) of the same class contained only 19 students. However, from the following year onward there was a definite increase in the strength of Group (i) which began to overshadow Group (iii); and the Director was "gratified" to note that a larger number of students than before are taking up science subjects". The decline in strength of Group (iii) went on steadily so that by 1934-35 it could boast of just 13 students out of a total of 88 in both the classes; and though there was a

slight increase thereafter, only by 1945-46 it came to have an overwhelming strength of 147 out of a total of 265.

During the twenties as a whole the college grew from strength to strength. By 1929 the number on rolls in college classes had risen to 123. The number on rolls in the High School department in 1925 had gone up to 455, and in the Branch School to 186 (from 160 in 1923). In 1925 the Government Secondary Training School, Tellicherry which was till then a separate institution under the District Educational Officer was amalgamated with the college, and classes 1 to V and forms I to III of the college formed the practising section therefor. The number on rolls in the Training Department was 91. In the same year the government sanctioned the transfer of one post of Assistant Lecturer to the Senior Lecturer and one post of School Assistant to the Headmaster, Secondary and Training departments, both in the M. E. S. Messrs. I. N. Menon and D. Samuel were appointed to the posts. The principals who guided the destinies of the College during the twenties were Messrs: C. D. Subramaniam Chetty, W. B. Brierley, R. M. Savur, and T. M. Kelu Nedungadi.

#### A UNIQUE YEAR

The year 1932 was unique in many respects. "This year's results are perhaps the best that the college has been able to produce during the last decade or so, and compare very favourably with those of many other institutions." (Administration Report 1932-33). Of the 43 candidates presented for the University Examination 24 were completely successful, 6 being placed in first class. The results in Part I (English) were particularly good as 39 passed out of 43, "which is a very high percentage, which few colleges in the Presidency have been able to achieve." Further no student failed in all the subjects. This naturally raised the prestige of the College. Probably because of this the number that sought admission to the Intermediate when the college reopened surpassed all previous figures. There were 65 applicants in all, 57 seeking admission to the Science groups and 8 to History and Logic; and all were admitted, as it was possible to increase the number in the Science groups by dividing the classes for practical work into three instead of two batches. It was also a special feature of the year that all the applicants came from North Malabar, "a fact which clearly shows that but for an institution like this many young men would have been forced to forego a University education as very few parents could have afforded to send their sons out of Tellicherry." Further, "It is worthy to note that this year there are 15 Muhammadan students in the college classes, the total number for the whole institution and the Branch School being 109." (Administration report). From the point of view of total strength in the college department also the year was unique. It had reached the figure 125, the highest since its inception. There were also very few changes in staff.

The year is also particularly noteworthy in that the college shared unusual activity in the field of games—especially Cricket, Tennis and Foot-ball. In Cricket



A UNIQUE YEAR



*Sitting: 2nd Row (Left to Right) Sukumaran, Mr. Nedungadi - Principal, Mr. Nainan Thomas (Phy. Director) and 'Teddy'*

pl 4  
EDUCATION MINISTER'S VISIT — JAN. 1932



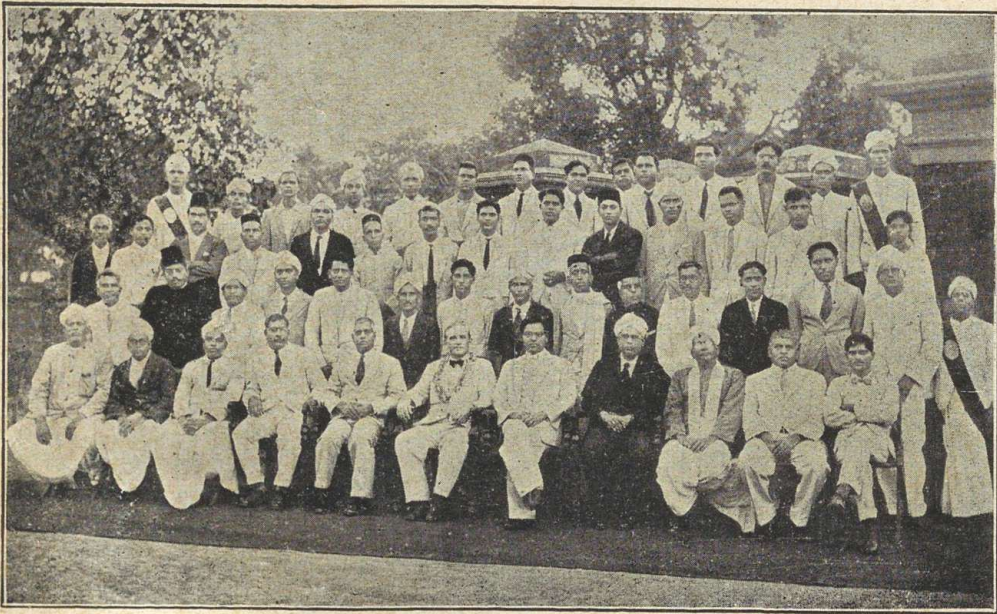
Mr. U. Kannappa (Head-master) Dewan Bahadur S. Kumara-  
swami Reddiar, (Education Minister) and  
Principal Nedungadi

A GOVERNOR'S VISIT  
NOV. 1936



Lord Erskine with Principal Nedungadi

The Brennen Staff with the Director of Public Instruction — Nov. 1933



*Sitting: (Left to Right)* Messrs. A. E. Anantakrishna Iyer, K. V. Ananthanarayana Sastri,  
S. R. Anantanarayana Iyer, U. Kannappa, Sankara Menon (Dvl. Inspector) W. E. Smith  
(Director), Principal Nedungadi, A. V. Venkatarama Iyer, P. V. Subramania Iyer,  
Sekhara Mannadiar, V. K. Krishna Menon

the college won 9 out of the 11 matches it played. The Cricket team was sent to Madras and in the matches played with the City teams the college won all except one. And when the Madras University organised a University team to be sent to North India the college had the good fortune to have one of its players selected for that team. He was Theodore Gabriel, popularly known as "Teddy". Out of the 30 affiliated Arts Colleges in the mofussil under the Madras University this college alone had the distinction to be represented on the University team. "This is indeed an honour of which we may fully feel proud." But the achievements in games did not end with Cricket. In the Tennis doubles tournament held at Palghat this college students won the cup. Again in the Inter-Government Colleges Foot-ball Cup Tournament held at Mangalore our team knocked off the cup. "Considering the handicap we have in the lack of a proper playground and with only a biweekly chance of playing on the public maidan the record which our students have been able to show must be considered exceptionally good. (Administration Report).

### THE PROBLEM OF ACCOMMODATION

As already indicated there were proposals for increasing accommodation ever since the Government took over the management of the College. 1922-23 the Director of Public Instruction paid another visit in connection with the choice of a site for rebuilding the college, but at the end of the year orders were received shelving the matter for the time being owing to scarcity of funds. A Manual Training shed was, however, constructed in 1923-24. In 1925-26 the Minister for Education also paid a visit in connection with the extensions necessary. In 1928 the University Inspection Commission pointed out the need for the provision of separate lecture room for each subject; tiffin rooms, retiring rooms for boys and girls, common room for lecturers, and a room for a Physical Director and a gymnasium. They also recommended the separation of the High School from the College, as in their opinion "it was highly undesirable that undergraduates should be mixing freely with school pupils in the same premises". With a view to give effect to this recommendation sanction was accorded in the following year to a scheme providing a separate building to house the Secondary and Training departments. But soon after the world economic depression set in upsetting all calculation, and the scheme of expansion had to be held in abeyance. To make matters worse the thatched shed which used to accommodate four classes was destroyed by fire. Consequently some of the classes, had to be shifted to the Barja's building converting some of the dark and ill-ventilated lumber rooms into classes. Mr. Littlehailes, the Director of Public Instruction, who paid a visit in July 1932 was convinced that accommodation was "not unsatisfactory", and that the Barja's building in particular was "quite unsuitable" for use as school building. His successor Mr. Erlan Smith also personally acquainted himself with the condition by a visit in November 1933. However, by March 1934 a new tiled shed was erected in place of the old thatched shed. Still accommodation continued to be unsatisfactory and some classes had to be held on the verandah. The Barja's building itself had to be

vacated by the end of the academic year 1935-36 as the owner wanted it for personal use.

In September 1936 there was again a Director's visit — this time that of Mr. R. M. Statham—again to study the question of accommodation. Probably as a result of this visit it was decided to abolish the Middle School classes and the Training Section, and move the High School to a rented building so that more accommodation may be available for the college department. The first part of this scheme was carried out with effect from 1-7-1938. As to the second part an attempt was made to lease the old Regal Theatre (The present Cosmopolitan Club) but later the scheme was given up, probably because the verdict of the P. W. D. was unfavourable, and no other building was available.

### THE MOVE FOR ABOLITION

The Great Depression of the early thirties resulted not only in the suspension of expansion plans, but led to more serious reactions. The Government was applying the axe of retrenchment in all directions, and there were proposals to apply the same to the college section of second grade colleges, Brennen College included. Naturally there was a huge uproar against this move. There were protest meetings everywhere. The Municipal Councils of Tellicherry and Cannanore, the Malabar District Board, and the All-Kerala Muslim Conference recorded their disapproval, and prayed for the continuance of the College. Largely signed memorials from various parts of North Malabar were also submitted to the authorities. A Member of the Legislative Council tabled a motion on the same lines. Certain leading citizens of Tellicherry also submitted a signed memorial in January 1932 to the Hon'ble S. Kumaraswami Reddiar, Minister for Education.

The signatories drew the attention of the Government to the development of the institution in the past 70 years, during which period the small school which opened with three classes, and less than a hundred pupils had grown into an important second grade college with 22 classes including divisions, and 850 students, with provision for teaching 3 languages under Part II, and 9 subjects under Part III allowing three combinations in the Intermediate and 11 optional subjects and manual training in the school department, and with a Secondary Training school attached to it, and a Branch School maintained as an integral part of it. Presenting the case for the college they said "The College of Tellicherry serves the interest of the four Taluks of Malabar, namely Kottayam, Chirakkal, Kurumbranad and Wyanad. The reasons which induced the Municipality to raise the Brennen High School to Brennen College in 1890 hold good with greater force at the present day, as will be seen from the steady increase in the number of applications for admission to the college, very many of which have to be rejected every year; and these reasons ought to weigh against the proposal to abolish it now. South Malabar with 5 Taluks has two second grade colleges at Calicut and a first grade college at

Palghat and South Kanara with 6 Taluks has one first grade college for boys, one first grade college for girls and one second grade college for boys, all at Mangalore". Referring to the financial aspect of the question the signatories pointed out that the net cost to the Government was only Rs. 16,800 (expenditure being Rs. 28,100 and fee income Rs. 11,300) and that by retrenchment it could be cut down by Rs. 4000, so that the average monthly expenditure would be only about Rs. 1000. They said: "The saving of, roughly Rs. 1000 a month, by abolishing a college, out of a recurring expenditure of about Rs. 3 crores on Education in this Presidency is not likely materially to affect the balancing of the budget, while the advantages of retaining to the population of North Malabar are enormous." They added weight to their arguments by quoting the following from the report of the Simon Commission. "But whereas the amount collected by the Government and spent upon education in British India is as much as £2.15.0 per head, the amount spent on education in British India is less than 9d per head" (Vol. para 238).

These protests had their effects, and the abolition proposals were finally dropped. The Senior Lecturer's post in the M. E. S. was, however, abolished. In the meantime there were wide fluctuations in the number on rolls of college classes, of course quite in keeping with the depression period. From the high figure of 123 in 1929 in fact the highest figure since 1919 it fell to 109 by 1930, and though there was a casual rise to 125 in 1932 there was again a downward move from the following year, reaching the rock bottom figure of 88 by 1934. And thereafter recovery in strength came only along with world economic recovery, reaching 113 by 1937 and 131 by 1938, surpassing all previous figures.

### EXTRA-CURRICULAR ACTIVITIES

A reference has already been made to the unique achievements in games in the year 1932. It may be added that in the District Cricket Match held in February 1935 between Europeans and Indians 9 out of the 11 players on the Indian side were either old or present boys of the college. The college teams distinguished themselves in various tournaments, and Lord Erskine, the Governor, who visited the college in November 1936 expressed great pleasure at the success achieved by the college in outdoor games and sports, and in the visitor's Book recorded his congratulations to the students "on doing so well at games."

Amongst activities of the college Societies special mention must be made of the exhibition conducted by the Science Association in 1930, '31 and '33, the the last one (opened by the then Sub Collector, Mr. N. Dundekar) surpassing the others in variety of exhibits, and the number of visitors it attracted. An important event in 1934-35 was the unveiling of the portrait of poet Rabindranath Tagore (drawn by a student of the Senior Intermediate class) by Mr. G. K. Chettur, M. A. (Oxon) Principal, Mangalore College. The college parliament was very active in these years and the women students began to play a leading role. A special

edition of the college magazine was issued in 1939 in honour of its having entered the tenth year of its existence. The Old Boys' Association, which was not working properly for some time, was revived.

### THE CO-OPERATIVE SOCIETY

The College Co-operative Society, for the first time since its inception, was able to wipe off its losses and declare a dividend in 1934-35. Out of the Common Good Fund the union awarded three prizes for the best essay on "Co-operation" in English, besides two for those who made the largest purchases. Owing to its successful working the union, which was till then a 'C' class society, was raised to 'B' class in 1933 and 'A' class in 1934. In 1935-36 its sales amounted to Rs. 11,000 and in 1935, 1936 and 1937 it published a Co-operative Annual, and freely distributed the copies to all colleges, high schools and training schools in the various provinces and states of India. In fact the Hon'ble Rao Bahadur M. C. Rajah, Minister for Development, who visited the college in 1937-38, remarked that the Brennen College co-operative store was the best of its kind in India, and that it was a matter of pride for all". As Dewan Bahadur M. Krishnan Nair in his message for the 1937 Co-operative Annual observed this remarkable progress was due to "the wise guidance of Mr. T. M. Kelu Nedungadi, the principal of the College, who is the president of the Union, and the untiring efforts of Mr. P. Rama Pisharody who is its Secretary."

### THE WAR AND AFTER

The war and postwar period have shown to what extent progress in education is dependent upon economic advancement. Even in the immediate pre-war period a rush for admission was beginning to be felt. During the war period and thereafter, owing to the rise in income of the people, and the grant of fee concessions, scholarships and book allowances to dependants of military men this rush gained added force year after year. Even in 1938 the number seeking admission to the junior class was much above the normal. There were 75 applicants and all were admitted. And the Principal wrote in the Administration Report "The fact that as many as 75 new applicants sought admission to the junior Intermediate class is a conclusive proof of the part played by the College in catering to the needs of higher education in North Malabar." During the subsequent years the number of admission rose to 80 and 92. Later many had to be denied admission for want of room. In July 1945 the Government sanctioned the admission of 50 more students in the History section, counting on the use of the Municipal Hall. But the Principal, by a rearrangement of classes made available a larger room in the old building itself. However, the rush was all on the side of the Science section, and the Science Lecture Hall was quite inadequate to satisfy the increasing demand. To relieve the pressure a new group of History combined with Mathematics was opened, only to be discontinued in the following year. All these

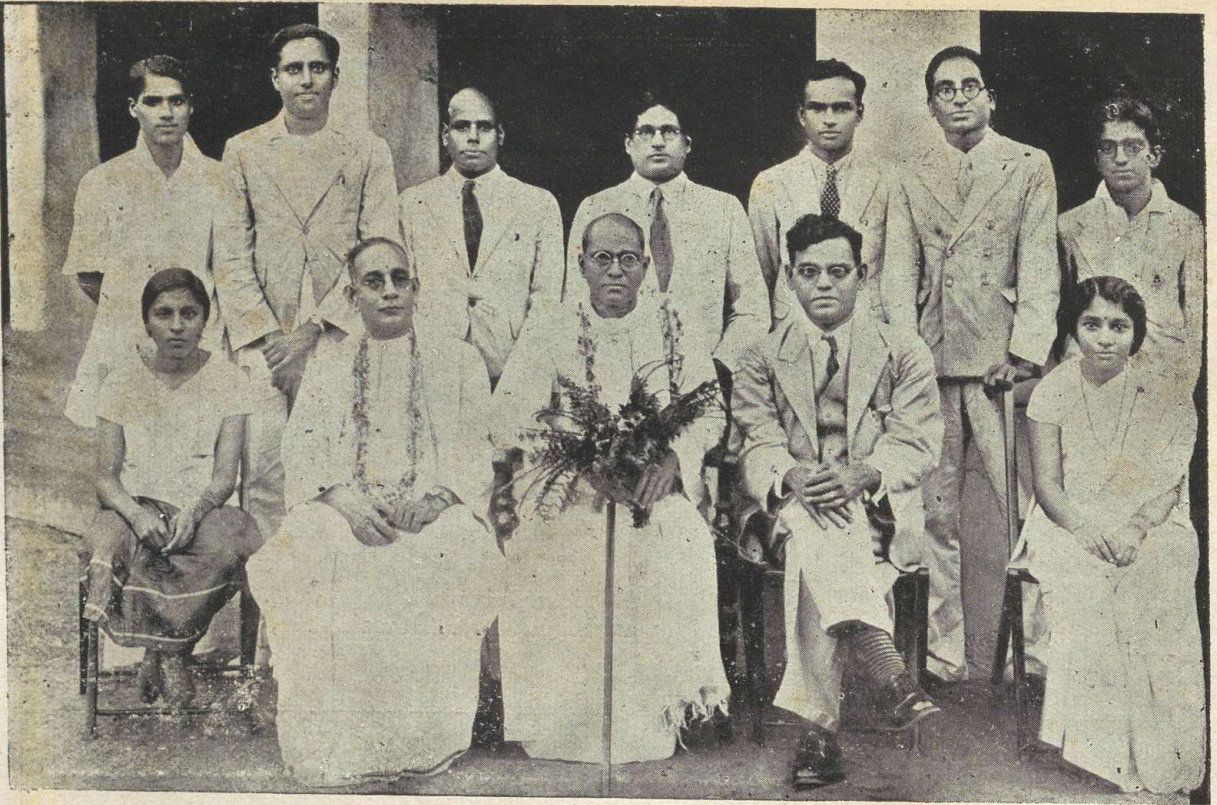


*Sitting: (Left to Right) Messrs. C. T. Philip, V. R. Srinivasaraghavan, T. M. Kelu Nedungadi (Principal), Littlehailes, P. V. Subramanya Iyer, A. G. Narasimham, M. M. Ghani*  
EDUCATION MINISTER'S VISIT — OCT. 1938



*Sitting: 1st Row: Messrs. K. N. Krishna Iyer, M. P. Damodaran (M. L. A.), C. J. Varkey (Party Secy.) Dr. Subbarayan (Education Minister), The Principal, C. V. G. Nambiar, P. Sekhara Mannadiar*  
*Standing 1st Row: Messrs. C. V. Lobo, Manan Gurukkal, Chimmer, Viswanatha Menon, Padmanabha Iyer, Muhamad Ismail, Chathu Achan, Govindankutty Nambiar, Ramunny Nair, Palani-swamy Pillai, Krishnayya Naidu, Varadan*  
*„ 2nd Row: Messrs. Kunhambu Nair, P. K. Koru, Kunju Menon, Rama Kurup, Rama Iyer, Subramaniya Iyer, Magiel, Sankunny Menon, K. V. Ananthanarayana Sastri, Kunhi Raman Nambiar*  
*„ 3rd Row: Messrs. Sundar Raj,—Ummer, T. Raghavan Nair, Koman Nair, Uthaman, N. Krishna Nair*

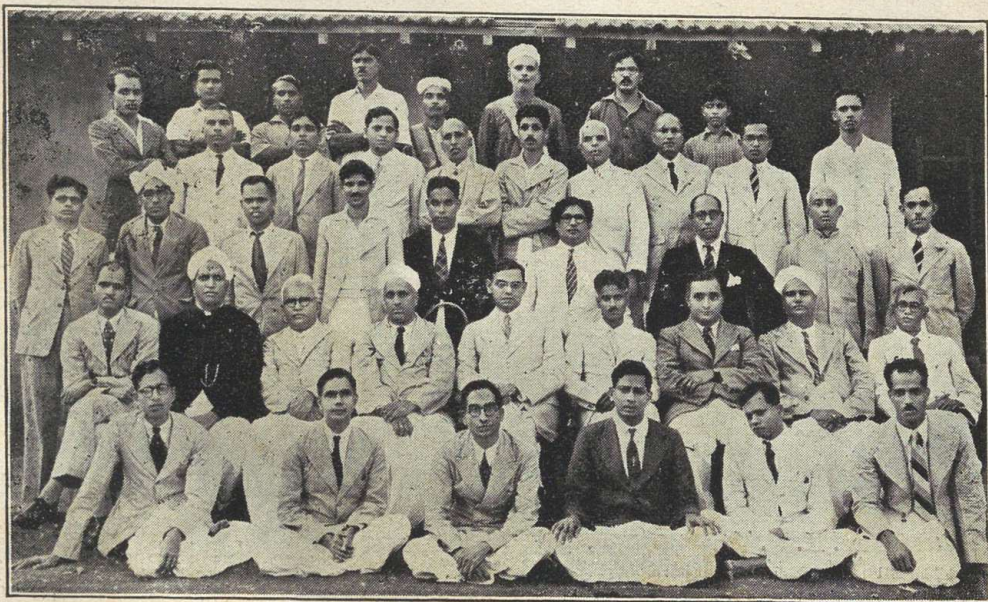
RECEPTION TO MAHAKAVI VALLATHOL — 1937



*Sitting:* K. Devakikutty, Mr. K. T. Chandu Nambiar (Advocate), Mahakavi Vallathol, Mr. T. M. Kelu Nedungadi, (Principal), V. P. Ambujakshy

*Standing:* Karunakaran Nair, Messrs. C. T. Philip, V.P. Kannan Nair, K.V. Manan Gurukkal, C. R. Venkitachalam, K. K. Chathu Achan, K. V. Narayanan

FAREWELL TO PRINCIPAL NEDUNGADI — 1942



*Sitting: 2nd Row:* Messrs. S. Palaniswami, S. V. Padmanabha Iyer, Rama Pisharody, K.N. Krishna Iyer, T. M. K. Nedungadi (Principal), Suryanarayana Moorthy, C. V. Lobo, S. S. Harihara Iyer, M. Narayanan

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innovations resulted in driving the language classes to the verandahs. "Saanskrit, Arabic and Urdu have no class rooms and are held in improvised spaces subject to numerous inconveniences". The reading room was housed in what was the Principal's garage. One addition to the convenience of students was the opening of a private hostel in 1946, which was soon taken over by the College.

### THE WOMEN'S INVASION

The strength of the college classes which was 145 on the eve of the world war II (by July 1939) rose to 225 by the close of the war, and shot upto the high figure of 315 on the eve of Independence. A noteworthy tendency during these years has been a steady increase in the number of women students. It was the year 1944-45 that witnessed for the first time an unusual increase in the number of women applicants. As many as 31 joined the Junior Intermediate class, raising the total to 48 and breaking the record for the past so many decades. In the earlier years the college classes did not attract members of the fair sex. To recall what Rao Sahib Kulu Nair observed in the course of his toast on the College Day in 1943, "A remarkable change which I note with pleasure is that we have now a fair percentage of lady students. During my days and many years after that the College had no lady students." Later just one or two began to grace the classes with their presence. Even as late as 1929 their number was only just 4. In the thirties there was a slight increase. In 1932 and 1933 their number was 9. But the war gave a real fillup, so that by 1943 we find their number swelling to 34. And during the last year of the institution as a second grade college the number was 50. The Principal observed in his college Day Report for 1945-46; "From my knowledge of other government colleges in the presidency I am able to say that co-education seems to proceed on smoother lines here than elsewhere... The educational purpose is best fulfilled only when the sense of the difference of sex calls for least attention." Indeed a tribute to the self-restraint and discipline of members of both sexes.

The increase in the number of women students necessitated certain special provisions for them. In 1943-44 the college quadrangle was given over to them for their games, and in the following year a Physical Training Instructress was appointed.

An outstanding event connected with the extra-mural activities of the period was the presentation of a welcome address to Poet Vallathol (the present Poet Laureate of Malayalam) under the auspices of the Malayalam Association in February 1944. Mention may also be made of a rowing club started in 1940-41 which was very popular.

This period is also remarkable for the large number of endowments received for the award of prizes. Special mention must be made of the College Day of 1944

which was celebrated with Mr. P. D. Asher Sait, a prominent businessman of Tiruppur in the chair, when the latter "by an unprecedented gesture of supreme and spontaneous generosity" made a handsome donation of Rs. 1001 for several cups and prizes, and followed the gift with a further donation of Rs. 800 for a free-kitchen to be run by the college for giving free midday meals to the poor children in the school, and in addition placed at the disposal of the Principal another Rs. 100 for a scholarship to a deserving high school girl. Such a windfall was unique in the history of this institution.

### A TRAGEDY

The history of this period cannot be closed without reference to a pathetic incident that occurred in 1940. That was the drowning tragedy of the 'E. C. Brothers'. Two students of the Senior Intermediate class, E. C. Vijayan and E. C. Shivaram had been on a picnic to Dharmadam along with a few other students soon after the University Examination. They went to the island crossing the narrow creek when the tide was low; but while returning the tide was in full flood. And notwithstanding the risk involved all the students decided to swim across. All but E. C. Shivaram managed to reach the other bank. On seeing the latter struggling in the waves his younger brother Vijayan plunged to his rescue. But cruel fate had her own plans. She was only making the first a bait to catch the second. Thus they both found a watery grave, the only children of their parents! The memory of these unfortunate brothers is perpetuated by one prize endowment created by their mourning friends, the staff and the public, and another by their bereaved mother.

Passing on from events to personalities, Mr. T. M. Kelu Nedungadi who piloted the institution through the difficult times of the great Depression and the early years of the Second World War laid down his office in July 1942. The next college day report contained the following account: "In Sri Nedungadi, who was the Principal of this college for thirteen years, we all miss a very familiar figure. During his early stewardship he won the esteem of the people as well as the Government, which is no easy feat in these days of difficult loyalties". And about his successor Mr. V. K. Krishna Menon, the following observation was made: "Sri Krishna Menon was here for a short while but even during these nine weeks he left behind a record of good work efficiently done." The next Principal was Dr. Karamchand Wade who was at the helm of affairs from October 1942 to July 1945. His period is specially memorable for the large number of endowments for prizes and his own name is associated with about half a dozen of them. His successor was Mr. P. R. Krishnaswamy Ayyangar whose regime forms an important landmark in the history of this institution.

### THE FIRST GRADE COLLEGE

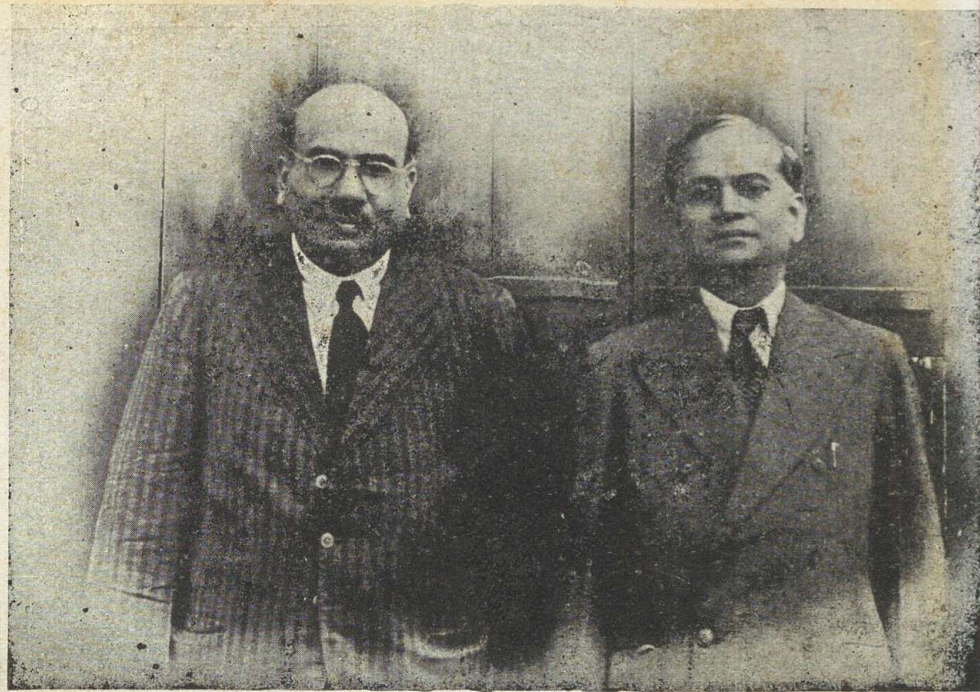
The demand for a first grade college in North Malabar was a long-standing one. Some of the former Principals also had been pressing for this. This had

THE DROWNING  
TRAGEDY — 1940



The E. C. Brothers

THE FIRST INDIAN DIRECTOR AT OUR COLLEGE DAY — 1946



Dr. S. R. U. Savor with Principal Krishnaswamy  
the Champion of the First Grade College

THE UNIVERSITY INSPECTION COMMISSION AT THE COLLEGE — 1946

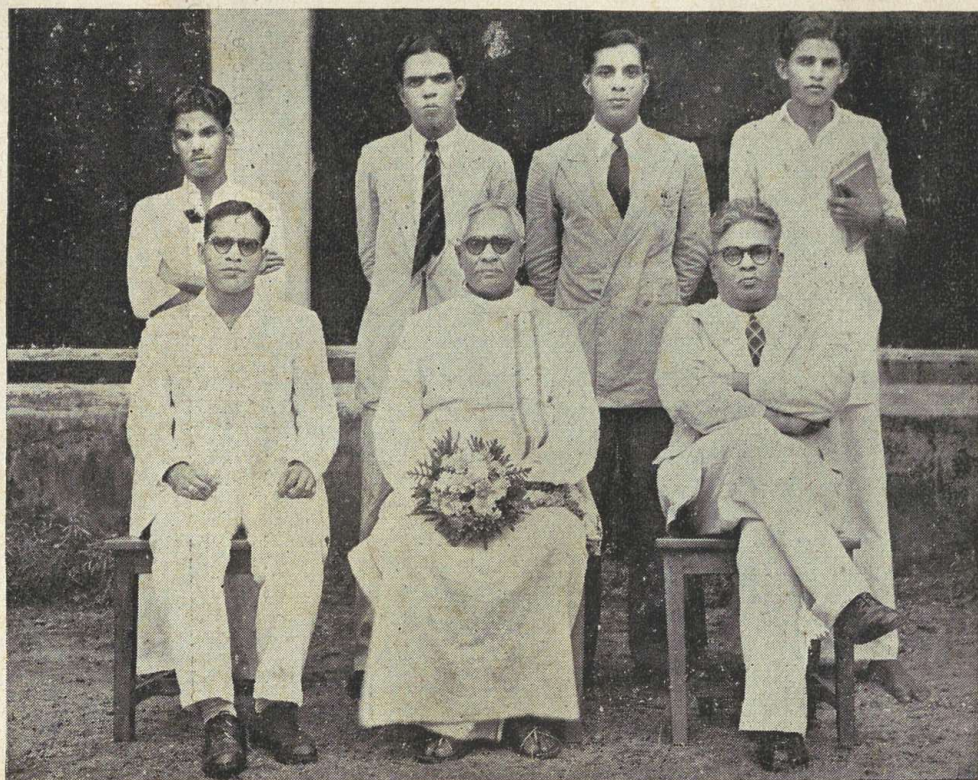


Sitting: (Left to Right): Rev. Murphy, Mrs. Hensman, Rev. Platten, Dr. Gnanamuthu, Dr. Abdul Haq,  
Dr. L. N. Govindarajalu, Principal P. R. Krishnaswamy, Dr. Dey, Mrs. Padmavathi Nair, (Tutor  
Miss Gerard, Dr. B. V. Narayanaswamy Naidu



The Education Minister Mr. Avanashilingam Chettiar  
at the proposed site for College buildings, Dharmadam  
November 2, 1948

Mr. K. P. KESAVA MENON  
at our College to inaugurate the History & Economics Asscn.- 1949



*Sitting:* Messrs. C. Narayanan, M. A., L. T. (Vice President), K. P. Kesava Menon  
Bar-at-Law, K. P. G. Menon, M. A. (Oxon) Bar-at-Law (Principal)

*Standing:* K. T. Velayudhan (Secretary), Mr. K. Kunhipacky, M. A.  
Capt. A. C. M. Nambiar, M. A. (Lecturer in History), S. K. Nayanar (Asst. Sec.)

been for long the dream of all North Malayalees. But response from official quarters was unsatisfactory. The advent of 1947—the year which brought independence to our country—was appropriately the year which opened a new chapter in the history of our institution. Principal Krishnaswamy had submitted in 1946—itsself definite proposals for the opening of B. A. Classes. And by February 1947 the Government took a favourable decision and communicated the same to the Principal. He then contacted the Municipal authorities and got them to agree to place their office building at the disposal of the college. But all was not well with the new enterprise. The government had not given a guarantee with regard to adequate permanent accommodation, and on this score the University rejected the application for affiliation. Later, however, they were persuaded to send a commission to inspect the college. And on the Government giving an undertaking to construct a new building and provide playground etc, within a period of two years the University granted affiliation for the B. A. course. Here a tribute must be paid to Principal Krishnaswami who, unmindful of his approaching retirement, made heroic efforts, and successfully piloted the scheme of raising the institution to first grade. “The College file bears testimony to the pertinacity with which he pursued the matter, and no word of praise will be commensurate with his achievement” So said his successor Sri K. P. G. Menon in his Administration Report for 1947-48. Part of the credit must also go to the Old Boys of the college and to Mr. K. V. Damodaran Nair, Assistant Lecturer in Economics, who as a native of North Malabar, took it as a personal matter and with his long experience in Tellicherry spared no pains in acting as a true lieutenant of his principal.

Thus the long cherished desire of North Malabar was realised. The B. A. Classes were opened in June 1947, with Group i (b) Mathematics and group iv (b) Economics). Five members were added to the staff, two of them in the M. E. S. The office building of the Municipality was lent free of rent for two years and was helpful in accommodating the newly opened B. A. classes. Proposals were at the same time submitted for acquiring the adjacent plots behind the college buildings; and for extending the library hall to accommodate the reading room. The University however, considered the present site unsuitable, and the Government called for fresh proposals to shift the college entirely to a new site measuring 15 to 20 acres. If at least the separation of the High School had been accomplished the congestion could have been relieved to some extent. But though a site was acquired at Chirakkara for this purpose at a cost of more than Rs. 50,000 the construction scheme was deferred. Thus immediate removal of the High School was not possible.

When the college reopened in July 1948 there was an unusual rush for admission. There were 404 applicants for the Intermediate class out of whom only 208 could be provided seats, while for B. A. there were 113 applicants of whom 81 were admitted. Thus when the B. A. classes were in full swing the number on rolls shot up to 567. And of them no less than 99 were girls. What a big family

we had grown into from a total numbership of just 61 in 1919 and from just 4 women students in 1929! With opening of the Senior B. A. classes 5 more members were added to the staff. The post of the Assistant Lecturer in Malayalam was converted into a gazetted post.

In March 1949 the college sent up its first batch of B. A. students for the University Examination and they acquitted themselves fairly creditably. The percentage of complete passes came to 41, while in part I it was 74%, in part II, 80% in Malayalam and 100% in Sanskrit, and in part III 55% in Group i(b) and 65% in group iv(b). Several students secured classes, in subjects and languages, there being two second classes in Economics, and two first classes in Mathematics, one getting the eighth rank in the presidency. At the Intermediate Examination 46% of the candidates were completely successful, 35 of them securing first classes.

### THE NATURAL SCIENCE GROUP

Another important event was the opening of the Natural Science group under part III of the Intermediate. Absence of this group had been a long left grievance because hardly any of our students secured admission to the Medical colleges. As a result of the repeated representations made by the Principal, Mr. K. P. G. Menon, the Government finally sanctioned the opening of this group, and provided the necessary funds in June 1949. The University, however, declined to consider the proposal for want of accommodation. Luckily by this time the Government agreed to the separation of the High School from the College, and its removal to the Thiruvangad Branch School with effect from June 10th 1949. Thus enough space could be found and the N. P. C., became a "*fait accompli*" by July 1949, the opening ceremony being performed by no less eminent a person than the Hon'ble K. Madhava Menon, Minister for Education. And this meant an addition of 30 to the strength of the Junior Intermediate.

Realising the importance of Hindi, the future 'lingua franca' of India, the Principal also sent up proposals for the introduction of this language under part II of the Intermediate and B. A. Though the proposal was first deferred by the Government later they sanctioned the same, and appointed an Assistant Lecturer. An additional Sanskrit Pandit was also sanctioned during the year as one Pandit was finding it difficult to manage all the classes. Urdu for the Intermediate was, however, ordered to be discontinued from 1950-'51 as the strength had remained too low for a number of years. A Tutor in Economics was also sanctioned in January 1950.

In July 1950 the total strength exceeded the 600 mark. And the fair sex scored a century and went beyond! But that it is not the whole story. The doors of the college had to be shut against a large number for want of accommodation.

THE FIRST BATCH OF B.A. STUDENTS AND STAFF — 1947-1949

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December 3, 1949



*Sitting:* P. V. Lakshmi, A. K. Sarojini, Sri V. B. Srinivasa Raghavan, Hon. K. Madhava Menon, K. P. G. Menon (Principal)  
Hon. B. Gopala Reddy, P. K. Krishnan (Student President) Capt. A. C. M. Nambiar, Sri K. R. Rama Krishnan,  
P. V. Meera (Vice President), V. Sarojini Bai

*Standing:* A. V. Raghavan, Messrs. S. M. Krishnan, T. C. Mukundan, Ettanunni-Raja, E. R. Krishna Sarma, K. Kunhi  
Packy, S. Santanam, K. S. Sivaraman, Nooruddin, A. K. Nambiar, N. P. Vijayaraghavan, C. P. Anantavasudevan

Of about 470 students who applied for admission only some 325 got it. And to probe into an important detail, of the 88 girls who wanted seats only about 55 could be provided. The tale of these boys and girls who were left to drift for themselves is a tale which will never be told. This must open our eyes to the need for further expansion. And this must convince the authorities of the need to make separate provision for the collegiate education of girls by opening a new college for them alone. Another fact that came to light is the increasing rush for the B. A. course. Whereas in 1948 there was only 113 applicants, in 1950 their number was as high as 156 though there were seats only for 105. The increasing importance of a first grade college for North Malabar can be easily realised from this.

To the good fortune of the boys coming from outside a more commodious building could be secured for the hostel, though a mile away from the college. But a hostel for the increasing number of women students is still a desideratum. Quite a lot of them are now forced to reside as boarders in private houses and private lodges.

An interesting feature of the extra-curricular activities has been the Malayalam Literary festival (Kalolsavam) conducted since 1949 in which Kerala arts were exhibited and learned discourses delivered by distinguished figures in Malayalam literature. Principal K. P. G. Menon, and the Malayalam Lecturer Sri Karimpuzha Ramakrishnan deserve credit for organising this. In February 1950 it was celebrated under the distinguished presidentship of our Poet Laureate, Mahakavi Vallathol. A portrait of the celebrated literary figure, the late Mr. M. R. Nair, widely known by his pen-name 'Sanjayan' was also unveiled on the occasion.

The College Day celebration have been an annual feature for the past several years except for 1948 when they were abandoned on account of the martyrdom of Mahatma Gandhi. In fact Dr. Karamchand was not a bit mistaken when he observed some years back that "The College Day of the Brennen College is the most important event in the social life of Tellicherry which attract to the full the elite of Tellicherry". And after the attainment of the status of first grade the celebrations have become more colourful. This year it has coincided with the Diamond Jubilee of the College, and we celebrated it for full three days.

Now the long story is coming to a close. We have come a long way from the very humble beginnings in 1862. We have seen through the full evolution of the institution-its growth from the Middle school to a High school, its rise from the High School to a Second Grade College and finally its expansion into a first Grade College. These are developments which have come about during a long period of 85 years, and with respect to the college alone during a period of 60 years. Ofcourse this is not a long period in the life of an institution, but it is a period full of great changes, growth and development. But the development is not

yet complete. The institution is yet to expand. It now shapes only graduates in Arts. The time must come when it would mould graduates in Science as well. As Mr. K. P. G. Menon pointed out in his College Day report in 1950 " we have no Geography for Intermediate, No Science subjects for B. A. no B. Sc., no B. Com....." We must have all these, and if possible many more.

### THE PRESENT CRISIS

But in the meanwhile the college is faced with a grave crisis a crisis which threatens its very existence. As already stated the University granted affiliation to the B. A. classes on condition that new and permanent buildings should be provided for the college within a period of two years. But even after four years no beginning in this direction has yet been made. Plans for the new buildings at Dharmadam were ready even by 1949. In the latest Budget the authorities have provided a token grant of a lakh of rupees for the acquisition of a site. But the final decision regarding the site has yet to be taken. The question seems to be involved in the raising of a substantial public donation towards the cost of acquisition and construction. A collection committee with Sri Kookal Kunhiraman Nair as Secretary is making strenuous efforts in this direction. But the response has not been quite upto the mark. It is time that the citizens of Tellicherry—why, of North Malabar as a whole, woke upto the urgency of the situation and made up their mind to loosen the strings of their purse. Let them remember that the threat of disaffiliation is hanging over the college like a Damocle's Sword. If it falls it would mean the very extinction of this temple of learning by public apathy and indifference. Let not the spirit of Brennen curse us from his grave. Will not all the public - spirited people of Malabar awake, and too all the alumni of the college scattered far and wide, within this country and abroad? The sands of time are running out.





## SUCCESSION LIST OF PRINCIPALS

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- P. P. DERUZARIO, B. A., L. T. (Dec. 1890—Mar. 1900)
- A. S. VAIDYANATHA AYYAR, B. A., L. T. (Apr. 1900—May 1901)
- I. SRINIVASA AYYAR, B. A., L. T. (June 1901—January 1902)
- A. S. VAIDYANATHA AYYAR, B. A., L. T. (Jan. 1902—May 1903)
- I. SRINIVASA AYYAR, B. A., L. T. (June 1903—Jan. 1910)
- K. KRISHNAN NAYAR, B. A., L. T. (Jan. to July 1910)
- A. H. DAVEY (July 1910)
- K. KRISHNAN NAYAR, B. A., L. T. (Aug. 1910—Apr. 1919)
- S. V. VENKETESWARA AYYAR, M. A., L. T. (Aug. 1919—Oct. 1921)
- C. D. SUBRAHMANYA CHETTI, M. A., (Oct. 1921—July 1922)
- W. B. BRIERLEY, B. A. (CANTAB) (Sep. 1922—Jan. 1925)
- R. M. SAVUR, B. A. (CANTAB) (Feb. 1925—June 1929)
- T. M. KELU NEDUNGADI, M. A., L. T. (June 1929—July 1942)
- V. K. KRISHNA MENON, M. A., L. T. (July 1942—Sept. 1942)
- DR. MUSAFAR KARAMCHAND WADE M. A. Ph. D. (Oct. 1942—July 1945)
- P. R. KRISHNASWAMI AIYANGAR, M. A., L. T. (July 1945—July 1948)
- K. P. G. MENON, M. A. (HONS.), (Madras), M. A. (HONS.) (OXON), BAR-AT-LAW  
(July 1948—May 1950)
- MUHAMMED GHANI, M. A., L. T. (July 1950—)



# P. P. De' Rozario

BY

*Murkoth Kumaran*

[The following is a rendering in English of a speech in Malayalam by the late Murkoth Kumaran on the occasion of the unveiling of the portrait of P. P. De' Rozario in the College. The speech was published in the College Magazine for the year 1936.

Murkoth Kumaran, an old student of the College and of De' Rozario, was an outstanding Journalist and a versatile writer in Malayalam. — Ed.]

THREE things are clear from the fact that a portrait of Mr. P. P. De' Rozario, the first Principal of Brennen College, has been presented by Sri K. Sankara Menon, one of his students, at present a Justice of the High Court of Madras, to be installed in the College. First, how noble would have been the qualities of Mr. Rozario as a teacher for an old student of such status to show his love and regard to his teacher, outwardly. Secondly, how admirable the gratitude and love for his teacher are, of Mr. K. S. Menon, who in his official position and prosperity has remembered his teacher and thought of having a memorial in his name, long after his death. Thirdly, that our teachers remembering the old Gurukula method, need not feel sorry for the lack of 'Guru Bhakthi' among their students, and that students will be ever ready at all times to cherish the memory of teachers of Mr. Rozario's type who love their students sincerely.

Without any difference 'Rozario Master' had boundless love for all his students. I was a humble student of his in this College. I can definitely say that all those who learned here at that time and who are living now have equal love and regard for him.

I have always thought that the qualities required for a Principal and teacher of an educational institution were inborn in Mr. Rozario. In those days the system of appointing specialists for teaching each subject in Colleges was not prevalent. Mr. Rozario was a Mathematics Graduate. He taught Mathematics in the Matriculation class, and English Poetry and Physiology in the F. A. Class. He could find time to supervise with enthusiasm the teaching of other subjects by other teachers. There were instances of teachers who were not fit to deal with subjects properly being sent to teach easier subjects in the lower classes.

We could cite only one instance of his resorting to corporal punishment. That too was for a student behaving impertinently towards a teacher, even to the resentment of his class mates. He was able to distinguish between the harmless mischief of boys, and their actions which were not in accordance with College

rules; and maintaining his dignity and decorum, he would punish them without vindictiveness, and create a sense of repentance in them. Such was his rare tact. Owing to this admirable tact there was no occasion of students defying authority.

Once, when a lesson was in progress two or three of us got out of the class room, went to the College tank (now no more in existence) and began to perform 'frog leap' in the tank with pieces of tiles. When we were engrossed in our game somebody from behind threw a piece of tile in the tank and exclaimed "How is that one?" We looked back. Who was there? The Principal! It need not be said that we ran helter skelter. Though we were afraid of getting some sort of punishment he never even hinted of that incident afterwards.

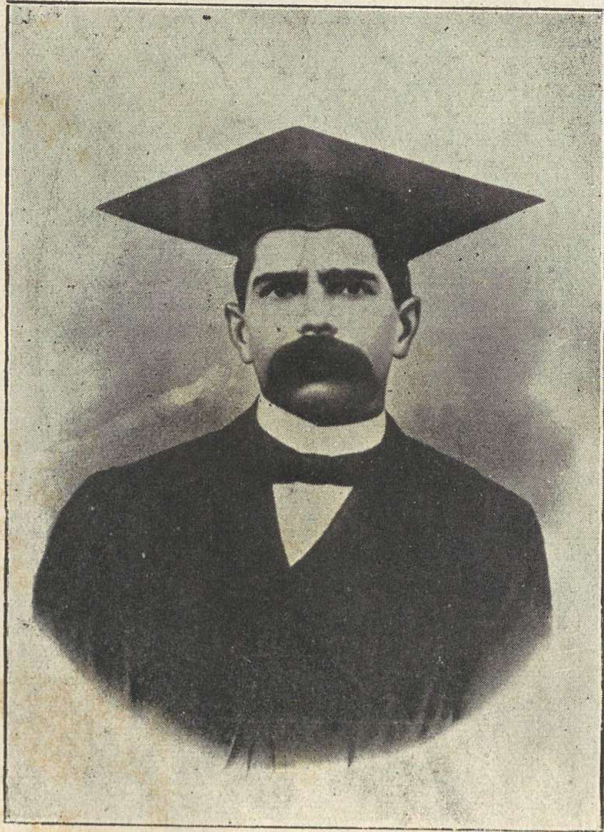
Our College peon was an old man named Chirukandan Maistry. He used to ring the bell with peculiar rhythm. When it was about 9.55 in the morning he would handle the bell without making any noise. When it was exactly five minutes to ten he would begin to ring the bell. Five minutes to ten, Chirukandan Maistry ringing the bell, Rozario master entering through the College gate, these things happening simultaneously were a daily occurrence. One day a mischievous boy removed the tongue of the bell without the knowledge of anybody and hid it somewhere. 'Chirukandan Maistry's bell will be soundless today' he announced to some of his friends. Everyone waited to see the fun. Chirukandan Maistry took the bell in his hand. Boys controlled laughter. Time, five to ten. Maistry made a long swing of the bell. No sound. Boys shouted. There comes Mr: Rozario. When the peon showed him the bell by holding it up he concealed an outburst of laughter in the smile that played in his moustache. Then he went inside and took a ruler and asked the peon to strike the bell with it. The peon did so. It was then that the culprit and his associates began to be afraid of their action and the punishment they were likely to get. Everyone thought there would be an enquiry, examination of witnesses, depositions, judgements etc. But nothing happened. Mr. Rozario had rightly guessed which boys of which class might have had done this mischief. When he came to that class to teach he said: Some boys have removed the tongue of the bell. May be for fun. There is no doubt it will be replaced." Saying this he began the lesson. That mischievous boy and a few others hung on at the college premises till the peon closed the doors and left the college in the evening. Then they removed the tongue of the bell from the place where they had buried it and threw it through the venetian blinds of the doors and ran away.

There are many similar anecdotes. He was an adept in cracking jokes. Narrating humourous tales, he would keep quiet without the slightest movement of the muscles of his face and watch others laugh.

When students thought of doing any mischief they never used to doubt "Won't the Principal punish us", but said "How will Mr. Rozario feel when he

THE PRINCIPALS' GALLERY

Plate II



Mr. P. P. De'ROZARIO



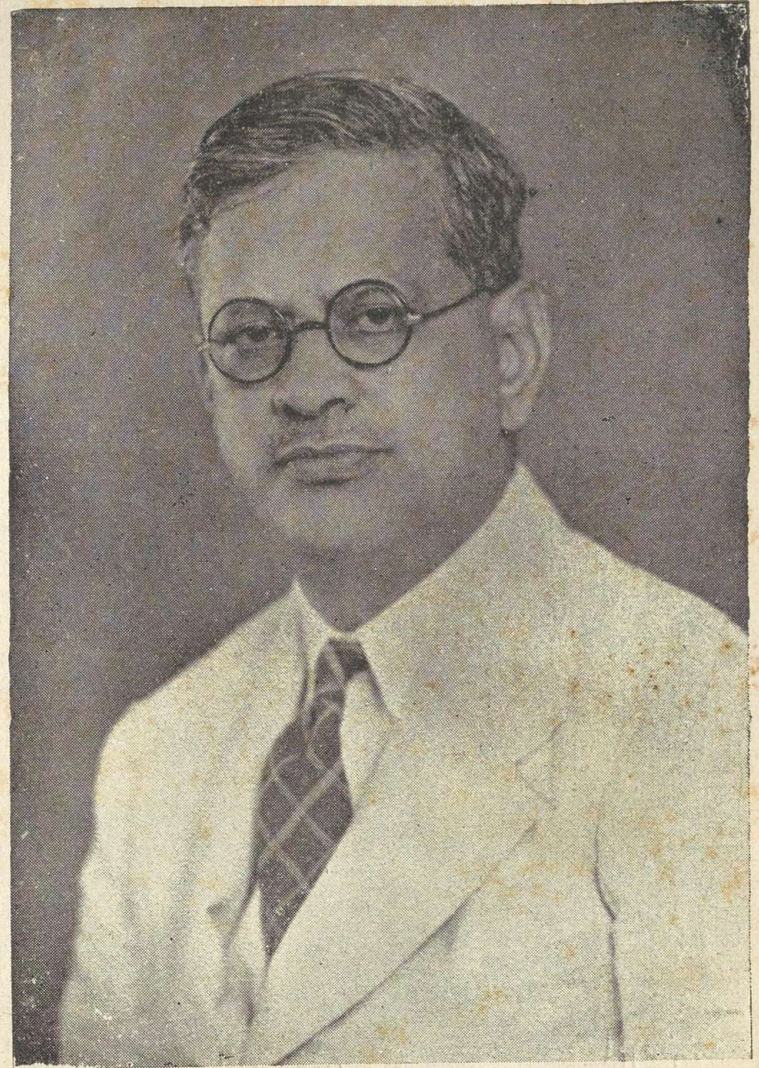
Sri K. KRISHNAN NAIR



THE PRINCIPALS' GALLERY



Sri S. V. VENKATESWARA AYYAR



Sri C. D. S. CHETTY

comes to know of this." They were afraid of losing the love of the Principal and the good opinion he had for them. Each one of them thought that he was most loved by Mr. Rozario. Such was his impartial, boundless and invaluable love for his boys.

Above all, the high sense of morality of this revered teacher was admirable. It seems most of us have not realised the fact that the slightest flaw in the morality of any teacher will somehow reach the ears of even the pupils of the lowest class. Sometimes without any obvious reason pupils insult and trouble teachers. More often than not the underlying reason would be the breach of morality of the teacher. It is certain that it was the flawless firm and admirable morality of this respected teacher that made a student of Mr. K. S. Menon's position to remember and respect him and consider him as a model teacher and to install his memorial here. Let this picture enable everybody to remember that model teacher and learning his life, follow him.



# I. Srinivasa Iyer

BY

*Sri A. M. Lakshmanan, B. A., B. L.*

[Sri A. M. Lakshmanan was a student of the College during the time of Srinivasa Iyer, of whom he writes with understanding and appreciation. He is a practising lawyer of Tellicherry and a member of the Non-Official Advisory Committee of the College—Ed.]

It was in the middle of the year 1901 that Mr. I. Srinivas Iyer became the Principal of the Brennen College, where he was working till then as its Vice Principal. Many had thought—and rightly I believe—that it was but a belated recognition of his undoubted talents and merit.

Soon as he assumed his new office, he entrusted into the hands of his able assistants his favourite subjects of Mathematics and Physiology and himself attended to English and the allied subjects. The efficient way in which he managed these was an eye-opener to many but not to those who knew him intimately and well. He was a tireless worker and in fact was the most hard worked student in the whole Institution. Whatever subject he handled, he did it in a masterly way.

He had only a few leisure hours which he could call his own and even these he lent to the betterment of the Institution and his students. He had no favourites, whether it be among the students or the members of his staff, but all were his friends. His room was ever open to his students, who sought his help and guidance and they never sought in vain. Sometimes he would send for them and give whatever assistance or aid found necessary. Once I remember he secured a scholarship for a student and when the money was received in the College, he sent for him at once and asked him to withdraw it without delay, adding quietly that some people have the misfortune to mistake others money for their own.

When the class work was finished, his spare form, dressed in spotless white, with a handkerchief of even colour, and a pinch of snuff pressed between the thumb and the middle finger, would be invariably seen pacing quietly the college verandah. Nothing untoward or awkward, happening any where among the students or in the classes would ever escape his kindly keen eyes; no wrong would be allowed to remain unremedied, no grievance unsatisfied. From the Verandah he would saunter on into the grounds, where the stolid drill master and guardian of the gymnasium held his sway. He would freely move and mix with every one there, and make be one with them in all their healthy activities.

In the Examination hall, his presence was always welcome by one and all and stopping down from the platform he would be seen meandering among the many seats and tables alive with pen and ink, never failing to give direction to the examinees, that the answer should be carefully revised before the answer papers were returned.

It was in his time that a new fellowship was introduced into the college. The gates of the boys' citadel were thrown open and the brave boys received into their strong hold their braver sisters. Each is now vieing with the other to uphold the great traditions of the college which he worked for so hard, and loved so well.

When the day's duties were done, and the watchman made his appearance, he would gaily quit the premises and join the company of his friends at the Cosmopolitan club, the premier club of Tellicherry then. On week ends, very often would he be seen in the company of his club friends, poling the way up the river close by in pleasure boats or gliding down with the current in careless, happy, merry mood.

He was a rare sample of a Teacher. That he was first and foremost, preceptor, professor or Principal came to him only in a secondary sense. His was a life of ceaseless labour, laid in selfless service and he had the wit to know, and the good fortune to realise that sweet love could galvanise the gross into glittering gold.

He is no more with us, but lives still to strengthen the links in the continuity of existence of his beloved college; (without it no growing institution is worth a moment's purchase.



## Mr. A. S. Vaidyanatha Iyer

The late Mr. A. S. Vaidyanatha Iyer came to Tellicherry as a stranger. He was connected with the college as its Principal only for a short time. But that was enough to stamp his personality indelibly on the Institution.

He was a big-built man and rather corpulent. He carried himself with an ease and vitality often the envy of many a younger man.

His pleasant ways and lovable disposition endeared him to all over in a remarkable way.

He was a great scholar, a fine speaker and a lively conversationalist. The usually dry hours of the English grammar classes were always enlivened by his sparkling wit and irrepressible humour. His great knowledge and erudition made the students eagerly wait for his classes.

A few months after my joining the college, exigencies of service required his activities elsewhere, and we bade him good-bye with a sad heart.



# K. Krishnan Nair

BY

*Sri Kookkal Kunhraman Nair, B. A., B. L.*

[Sri K. Kunhraman Nair is one of those old boys of the College who, as far as the College is concerned, are for ever going. He has taken a deep and abiding interest in the progress of the institution. He was at one time the Chairman of the Tellicherry Municipal Council and is the President of the Non-official Advisory Committee of the College and the Secretary of the College Building Fund Committee. — Ed.]

GOVERNMENT Brennen College, Tellicherry, the sole seat of culture, learning and enlightenment in North Malabar, for the past sixty years, had a succession of eminent Principals to guide its destiny from time to time. To discipline and control the turbulent spirit of the growing generation without at the same time arresting the mental and intellectual development of the manhood to be, is always a problem, which heads of educational institutions have to tackle. Most of all, the Principal who solved this riddle, to the dismay of his students who lavished their love and esteem on him, was the late Mr. K. Krishnan Nair, B. A., who was the Principal of the College from 1910 to 1919. One can find a parallel to him in the late Rev. Dr. Skinner who was the Principal of the Madras Christian College.

Mr. Krishnan Nair graduated with mathematics from the Presidency College, Madras in 1885. Being the first to graduate from North Malabar, he attracted public attention to a large extent and people, out of sheer curiosity used to gather behind him in large numbers, whenever he moved along the public road. He hails from an ancient Nair family in Tellicherry. He had his earlier education in Kerala Vidya Sala which later came to be known as the Zamorin's College, Calicut. He started life as a Highschool Assistant in the native High School, Calicut, and towards the fall of the last century entered the Government Brennen College, Tellicherry as Mathematics Assistant and distinguished himself as a teacher of exceptional ability and sterling character.

Fair and tall, with piercing eyes and prominent nose, Mr. Krishnan Nair, had, within his austere exterior, a kind, noble and loving heart ready to chisel and mould the young minds to the best advantage. As a disciplinarian he was unrivalled. This he did most unostentatiously and without offending the feelings of the students to whom he was most devoutly attached. The masterly sway he exercised over his students cannot be better illustrated than by recounting here two incidents which Mr. T. Narayanan Nambiar, M. A., B. L., Advocate and Govt.

Pleader, Tellicherry mentioned in the course of his speech while proposing the toast of the College during the Diamond Jubilee celebrations in Feb., this year.

Mr. Nambiar underwent the intermediate course of studies in the then Brennen College, during the Principalship of Mr. Krishnan Nair. Strangely enough, the Principal was late one day by a few minutes and a student of the senior class through sheer frolic, mounted the platform and began a sham lecture on Shakespeare. While thus engaged the miscreant sighted the Principal's carriage driving up to the Portico and the Principal slowly ascending the steps. The delinquent swooned immediately and had to be carried out of the class room.

The same speaker cited yet another instance of a student who in the examination hall, persisted in copying, in spite of repeated remonstrance and warning from the Superintendent and when as the last resort the Superintendent reported to the Principal and the erring student saw Mr. Krishnan Nair, entering the Examination hall, the student jumped out of the window nearby and never thereafter entered the portals of the College.

These unique episodes furnish a tacit proof of Mr. Krishnan Nair's magnetic personality and outstanding character as also of the love and devotion his students invariably cherished for him. Fifteen years after retirement, in April 1934 he passed away in peace and plenty, leaving six sons, all well placed in life.



# S. V. Venkateswara Iyer

BY

*K. Sarvothama Rao, M. A.*

[Mr. Sarvothama Rao is an old boy of the College and is the brother of Mr. Viswanatha Shenoy, Treasurer, Old Boys' Association. He is the son of Mr. Ramachandra Shenoy, one of the oldest of the living students of the G. B. C. and is the grandson of Mr. Ganesh Shenoy who was a teacher of the Brennen School in the very first year of its existence. Mr. Rao had a brilliant College career, and he passed out with distinction. In the service of the Government of Madras he was the Joint-Registrar of Co-operative Societies, but recently went over to the service of the Reserve Bank of India as the Chief Officer in its Agricultural Credit Department at Bombay.

Mr. Rao, being a student of Mr. Venkateswara Ayyar, is certainly well qualified to give us a pen picture of his Principal.]

THE management of the Brennen College, Tellicherry, was taken over by Government in June 1919. Till that date it was run by the municipality. For good or for evil, a change was effected. The pro-Government elements foresaw a great future for the College in its new set-up, while the more conservative elements predicted the introduction of unwanted personnel, red-tapism and dilatoriness. Everybody, however, agreed that much would depend upon the first Principal and his team of workers, as they would lay the foundations of the new order of things.

Sri Shekaripuram Venkateswara Iyer, the first Principal of the Government College came over to Tellicherry from Kumbakonam, the Cambridge of S. India. But Mr. Iyer was not a mathematician but a distinguished scholar of History. His name had been mentioned in the footnotes of Vincent Smith's monumental work, 'The Oxford History of India'. He, therefore, brought with him reputation of a high order as a scholar who had dived deep into our ancient past and materially contributed to historical research. When, therefore, his posting was announced we felt a bit of a thrill.

Came Mr. Venkateswara Iyer. For about a week he did not handle any classes. Evidently, he was acquainting himself with the details of administration before he assumed pedagogic duties. We were not sure what subjects he would teach, as we knew that he was equally at home in Modern as well as Ancient History. Finally, he made the choice. He would take up Roman History in the Senior Intermediate Class, while the Vice-Principal, Mr. A. S. Vaidyanatha Iyer was to teach Modern History.

I have vivid memories of the very first class that he took in Roman History. It was in the nature of a general advice about the methodology of historical studies. At the end of the lecture which kept us spellbound he said "My first advice in

studying History is 'think'; my second advice is 'think' and my third advice is 'think'". Alas! this advice is too often forgotten in the heat and dust of examinations, though on calmer reflection we might agree that History is the philosophy of mankind. And what is philosophy without thinking?

But for the moment this came to us as a novel advice. Mr. Vaidyanatha Iyer, the Vice-Principal, was an equally clever student of History, though he laid no claim to research work. He was a great believer in the dramatisation of History. I remember one day he literally danced on the stage when explaining Napoleon's campaigns in Europe, and at the end of it broke into a loud laughter. He said that his performance was meant to create an indelible impression on our minds about Napoleon's military genius. And truly to this day, I remember ringing in my ears his words uttered with a great deal of gusto. Such was Mr. Vaidyanatha Iyer's method. But Mr. Venkateswara Iyer's mode of teaching differed from it as chalk differs from cheese.

Mr. Venkateswara Iyer was a very strict disciplinarian. He was a most exacting task-master so far as the lecturers and teachers were concerned. I remember his having rebuked a lazy teacher who dished out to the audience an ill-baked mass of information on the Restoration Period. Mr. Venkateswara Iyer abused him roundly and squarely before the entire audience. I was the Secretary of the Historical Association and had to hang down my face in shame.

But Mr. Iyer was not always serious. He took a keen interest in sports. Tennis was his favourite game and for the first time in its history the College had a Tennis Court. We even held a tournament and Mr. Iyer partnered by Mr. Pokker, B. A., B. L., came out with flying colours. Mr. Iyer arranged for a playground for the College, even though it led to some unpleasantness with certain authorities.

Finally, I must say with some pride that Mr. Iyer was a cooperator. He was the Vice-President of the Public Servants' Cooperative Society, and I remember how the directors used to meet periodically on the verandah of the College to discuss all and sundry questions connected with the Society. I believe Mr. Reilly, I. C. S., the then District Judge, was the President of the Society.

After his retirement Mr. Iyer continued to take interest in the Brennen College and used to make kind enquiries about all his old colleagues and students. Such was Mr. Venkateswara Iyer, a kind and good man, a disciplinarian, a scholar, a sportsman and a cooperator. May his memory live long.



# C. D. S. Chetty

BY

*O. K. Nambiar, B. A., L. T.*

[The contributor of this article had been on the staff of the Brennen College High School for a period of eleven years, serving the institution in the twenties and forties. His services were lately availed of by the Cannanore Municipality at a time when its High School needed an efficient Headmaster. Even after retirement he is promoting the cause of education by serving as the Headmaster of the newly started High School at Ramanattukara in Ernad Taluk.

From personal experience he is able to give us an idea of Mr. C. D. S. Chetty, popularly known as the "Students' Principal".]

**T**ALL and fair, strikingly handsome, dressed in English style, but wearing a turban in place of a hat, with a never-failing smile litting up his face and with the vim and energy characteristic of a man in the early thirties, Mr. C. D. Subramanyam Chetty captured the hearts of both the students and staff of the Govt. Brennen College, when he assumed charge of it in the year 1921. He was destined to be at its helm only for a brief period of ten months, being deputed for higher studies in England by the Government. But never was the college sadder than on the day when it had to bid good-bye to him.

The College, which had been taken over by the Government only in about the middle of 1919, was only getting into stride at the time of his assumption of charge, and Mr. Chetty had a very important part to play in widening its usefulness and enriching its activities. In his time, scouting was introduced for the first time in the College under the able guidance of Mr. M. K. Ramunny, now Dt. Educational Officer, South Malabar. Games and sporting activities received a fillip. The College Day became more popular and was celebrated with greater pomp and splendour. One unique quality of Mr. Chetty was that he was as much at home among the urchins of the lowermost classes of the elementary section, as he was among the students of the University classes. The College of his days had its High School with the lowermost classes in it. That Mr Chetty, one day, spent not less than half an hour teaching the little hopefuls of the 3rd class may perhaps sound an incredible story.

The following incident is eloquent of the love and respect he had implanted in his students and the public. It was the evening of the College Day celebrations. The public meeting was over. The entertainments had begun. Amidst a flood of electric lights, scenes from Cymbeline were being staged. The delighted audience looked on, lost in enjoyment. Suddenly the lights went out and the hall was plunged in darkness. But no shouts of alarm, no exhibition of panic followed this

unexpected break-down. There was a tense silence. An atmosphere of hush and suspense pervaded the hall. Suddenly the lights reappeared, bursting upon the scene in their brilliance. Applause rent the air. Not one in the hall could find it in his heart to do anything that would mar the excellence of a function organised by his beloved Principal.

The farewell that was accorded to him was perhaps unparalleled in the history of the College. He was the guest of honour of a succession of parties and most touching scenes of affection and tenderness were witnessed at the time of his departure.

The College had not the good fortune to regain his services after he came back from England. As Registrar of the then newly formed Andhra University, he, by his regular systematic work and attention to the minutest details, established a reputation for thoroughness and efficiency. He rose in the Department, until he retired nearly three years ago as Dy. Director of Public Instruction. He is still attached to his first love, the teaching profession and today he is the Principal of a reputed College in Madura. More than 30 years of life as an educationist must certainly put him, at times into a reminiscent mood and he is sure to recall with pride and pleasure happy memories of his life in the College, that loved him and was loved by him.



# W. B. Brierley

BY

*Ramesh S. M. Prabhu, B. A., M. Sc.*

[Mr. Ramesh Prabhu was a student of the G. B. C. under the regimes of both Mr. Brierley and Mr. Savoor. He is the son of Mr. eshagiri Prabhu, the great Sanskrit scholar who was on the staff of the College in its early years. Mr. Prabhu has a literary flair and a philosophical bent of mind. He is a keen observer of men and things, and a critic too.]

**D**ISCHARGED from the army after the First World War, Mr. W. B. Brierley stumbled into the Madras Educational department and was absorbed in the cadre. He was posted at Tellicherry as the Principal of the Govt. Brennen College in September 1922. It was a mystery to many of us as to what actually were his University qualifications; for in the College Magazine of these days, he was simply styled as W. B. Brierley Esqr., Principal. Further, at times he presided over the meetings of the various Associations in the college and he did not correct, even if in some of the notices of the meetings the secretaries appended to his name degrees like B. A. (Cant), B. A. (Oxon) or M. A. (Oxon) etc.

We did not know what his special subjects were, but he used to come occasionally to teach us English, and this meant simply his reading out sentences and paragraphs one after the other from the text in a cockney style. In that respect he was a hopeless teacher. It was somewhere in the middle of July 1924 that Mr. Brierley first entered our class room to take English prose. The prescribed portions were from Lobban's English Essays. He started reading Swift's Essay "On Style". We never knew that Swift was a contemporary of Addison and Steele, or that contrasted with the lighter graces and gentle methods of the latter. Swift's wit poured excruciating venom into his stings and battered his victims with his loaded bludgeon. The strength of the entire First Year class was just round about fifty. The class could not follow what he was reading or saying by way of remarks, if ever he made any. The back-benchers began to get uneasy; they were murmuring and were passing critical remarks about his "chattering". A heavy monsoon breeze began to blow from the sea across the maidan and in its wake a subdued giggle was wafted from the backbenches to the front; but halfway it died down, while Mr. Brierley continued to pour over the back. A stronger tide swashed this time unto the lecture-platform, reinforced by an under-current of laughter from the flanks. Mr. Brierley had just begun reading "The war has introduced abundance of polysyllables...": he raised his head and instead of going into a paroxysm of "???!!" he joined in the mirth. A gust of wind at sea had raised white-horses on the rough sea and mighty billows were breaking on the rocky ridge: the class burst into an uproar of laughter and shouts and in the

THE PRINCIPALS' GALLERY

Plate 13



Mr. W. B. BRIERLEY



Mr. R. M. SAVOOR



THE PRINCIPALS GALLERY



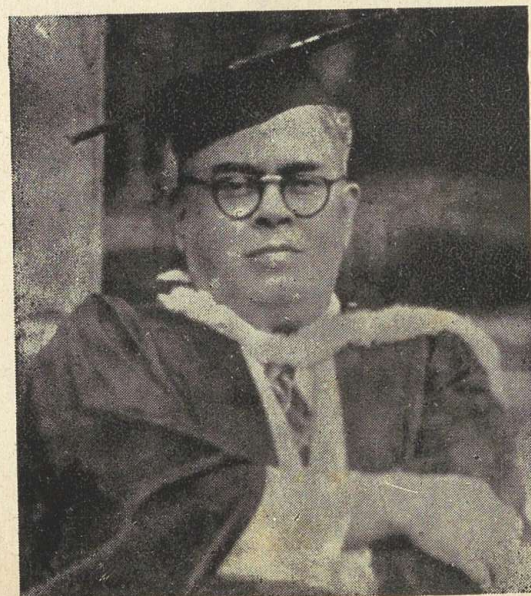
Sri T. M. KELU NEDUNGADI



Dr. M. KARAMCHAND WADE



Sri P. R. KRISHNASWAMY



Sri K. P. G. MENON

Maelström, Swift and his style were drowned..... In fact Mr. Brierley was feeling pleased at the thought that the class had appreciated the havoc wars had inflicted upon the English language; actually, however, the laughter was provoked by the vacuity underlying his "chatter".

Mr. Brierley was middle aged, tall, with plain features, long nose and bluish eyes, with a Mountbatten profile, and a smile always curling on his lips. It was a time following the first civil resistance and Khilafat movement of Gandhiji, and usually a wide gulf separated the rulers and the ruled and a deep fissure, the teachers and the taught. But Mr. Brierley never kept his students at arms length; instead, he tried to understand with a genuine interest and sympathy their sentiments and aspiration, without compromising his prestige or dignity in the least. Between 1922 and 1925, the students of this college were gradually taking very keen interest in the politics of the day; and the fact that Mr. Brierley did not interfere with their aspirations was evident from the remarkable number of debates and discussions on political topics at the meetings of the History and Literary Associations. Referring to the College Magazine, 'The West Coast Spectator' of Calicut wrote ".....What is remarkable about the Malayalam contributions is that they have some relation with the present day politics and we are glad that the College authorities have refused to go into a panic over them".

Mr. Brierley was the soul of the Scout movement in the college, and he took great interest in the college games. It was during his regime in October 1924 that the first regular issue of the Vol. I No. I of the Brennen College Magazine saw the light of the day, though the credit for starting the same should go to the two science lecturers of the college Mr. P. Ramananda Rao, M. A. and Mr. Manjunath Mulki, M. A., L. T.

Mr. Brierley occupied an old bungalow on the hill near the judge's bungalow and Mrs. Brierley was also staying with him. She also used to participate in all the social activities at the college. One day, early in January 1925 the students and staff of the college mustered strong at Mr. Brierley's bungalow, profusely garlanded him, and took him in a tinpot Ford of these twenties in a grand procession, with pomp and band escorting him to the railway station, with Hurrahs and Cheers. Mr. Brierley was thus given a hearty send off, being transferred as District Educational Officer at Ganjam. I learn that after a short chequered career, for certain reasons Mr. Brierley was shunted off and had to retire from service and sail home.



# R. M. Savor

BY

*Ramesh S. M. Prabhu, B. A., M. Sc.*

Mr. Brierley was succeeded by Mr. R. M. Savor, B. A. (Cantab) in February 1925 as the principal of the College. Mr. Savor was known as a sportsman, and had a well-built physique, was rather young, but had grave Roman features with a stiff neck and a fiery look. Known as being a strict disciplinarian, immediately on his arrival the hilarity and mirth in the college corridors disappeared. The heat of the summer sun was getting unbearable and oppressive and in the garden adjoining the portico of the college, the sun flowers and daisies had faded out and disappeared and lonely marigolds were drooping. And when Principal Savor came out and sauntered on the verandah, any lively atmosphere worth mentioning if it existed in the class rooms, also died out. Before the academic year ended and seniors sat for their university examinations, in March 25 Mr. Savor suspended for some insubordination the late Mr. T. C. Gopalakrishna Kurup, and had him debarred and a number of other students had to give written apology. Mr. Kurup who was turned out neck and heels had to seek his studies elsewhere. He was a staunch Congressman. The succeeding year also saw another flash in the pan, the thrilling episode of Mr. K. P. Raghavan Nair (now the Public Prosecutor at Tellicherry). Majority of the students in sympathy with Mr. Nair went on strike and ultimately all had to pay fine and give written apology.

Mr. Savor took keen interest in the athletic activities of the students. He personally taught boxing and wrestling to a few of the enthusiasts. He was a graduate in botany, but his horticultural specialisations could not be of much use to the students by way of guidance in their rambles through the City Night Piece of Goldsmith or the Sick Chamber of Hazlitt. He however made sincere efforts to have the college affiliated for the Natural Science group, by bifurcating the Physics and Chemistry laboratories and increasing their combined accommodation from about 40 to 64. It was only after more than two decades that his dreams came to pass and the College got itself affiliated for Natural Science group just in 1949.

Mr. Savor had a mannerism that was at times annoying to his audience. Every half minute, whether engaged in speaking or reading aloud a passage, he would produce a subdued phlegmatic 'ehem' as if to clear his throat, and it would continue to punctuate his vocal activity all through.

I regret I had little opportunity to know more about Mr. Savor as in March 1926 I left the College. Mr. Savor however continued as the principal till June 1929.

Today Mr. Ramarao Mangeshrao Savor is leading a retired life in Nileshwar, in Kasargod taluk, bordering on Malabar. He is a proprietor of a vast land, with nurseries, orchards and farms; his instinct and arboricultural knowledge have discovered vast and fertile grounds to vegetate and bear fruits. That stalwart disciplinarian, in whose presence life of the corridors of our Lyceum flagged and languished, now enables more verdant life to grow, and this farmer prince in these times of food shortage is engaged in silently producing large quantities of fruits and vegetables which go to sustain the otherwise drooping phytophagous bipeds of his district.



# T. M. Kelu Nedungadi

BY

*A. P. Raghavan*

[Mr. A. P. Raghavan, is a native of Tellicherry, and an Old Boy of the College, employed at present in Bombay. He is a young man of literary talents, and has made some contributions to the College Magazine in the past. He writes well in Malayalam and his article itself was in Malayalam. What is given below is an English rendering of the same.]

ONLY one individual had the unique good fortune of serving as the Principal of the Brennen College for a period of thirteen years at a stretch, and that at a very important stage in the history of India—from 1929 to 1942. That great personality was Sri Thalakkoti Matathil Kelu Nedungadi. Last year, at Calicut, this venerable old teacher passed away on July 23.

The situation that followed his death caused some embarrassment to his daughter and two sons. To them were unknown the considerable section of the people who arrived to express their condolence and the majority of the sympathisers in different parts, not only of Kerala but of India as a whole, from whom messages poured in. How could they know? As the Principal of the Brennen College alone for thirteen years he had hundreds of disciples.

To this contributor who had been a student of the High School and the College for six years while Mr. Nedungadi was the Principal, the memories of Brennen College are both pleasing and inspiring. It was at a difficult time, when Brennen College had earned a notoriety for indiscipline and disorderliness that Mr. Kelu Nedungadi arrived as the Principal. In the press columns of the day we could always find some complaint or other about Brennen College. In those days the college had not the decent sort of building that we find today. Walls painted red throughout; dark and dingy rooms; grimy wooden doors; a library nearby reminding one of the "blackhole of Calcutta"; a long thatched shed behind it and an old car shed which was the headquarters of the games department; these completed the structure which accommodated two college classes, three High school classes with divisions, and as if these were not enough, two secondary training classes also.

The arrival of the new principal was looked forward to with great curiosity and enthusiasm particularly by us, the junior members of the college family. In the meanwhile many of us had, as our own imagination permitted, given expression to our fancies about the sort of man that was to come. Even the question whether he would use pipe, cigar or cigarette was a matter of controversy..... And finally that man appeared before us. But lo! there was neither the pipe, nor the cigar to

be seen. That masterfulness, that brilliance, that facial radiance mingled with smile, those measured steps indicating firmness, the immaculate cloths.— in the western fashion — well, we were convinced that in all ways our new Principal was a person totally different from his predecessors. “This man will *rule*”, we concluded.

It was a difficult job which Principal Nedungadi had to do from the very beginning. “Cleansing the Augean Stable” is a usage in English. Actually that was what took place in Brennen College. And in due course a change came over the face and form of the college. The main building took its present shape; the ‘blackhole’ was demolished, and the fury of the fire had removed far even the black uncouth shed as well. Not only that, great and timely changes were brought about by Mr. Nedungadi in the College Day celebrations, in the functioning of College societies, Athletic activities, etc. And it was he himself who revived in 1930 the college magazine which had ceased publication for some time.

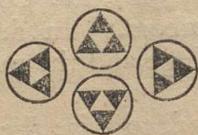
It was in 1931, I think, that the Justice Party Government led by the Rajah of Bobbili had under consideration the abolition of the Brennen College. And Mr. Nedungadi’s Herculean efforts saved the college from the impending disaster. To preside over the next College Day Celebrations Mr. Kumaraswami Reddiar, the then Education Minister was invited, and from him was extracted a promise that the axe would not be applied to the Brennen College. It is almost a similar situation that the College is facing at present. But today the Education Minister is a man from Kerala, and the Government is of the people. And so we may be hopeful of the future.

Principal Nedungadi was a man of few words. It is really difficult to find a teacher who is more tactful in his dealings with the students. His sober and subdued manner of talking had a magical charm of its own. That look, full of kindliness and toleration was capable of entering straight into the very hearts of students. And within a short period he could restore discipline, and raise the prestige of the college. He made Brennen College an institution which could be ranked among the best colleges in the Province. Three science exhibitions were conducted in those days. As a participant in two of these exhibitions the present contributor knows to what extent they attracted the inhabitants of Tellicherry. The entire student population of Kottayam Taluk used to gather and queue up to witness the exhibition. Not only this, the College Day celebrations also were attended by the public in large numbers. In fact Mr. Nedungadi had created an unbreakable bond between the college and the public.

The efforts of Mr. Nedungadi to raise the college to first grade did not bear fruit only because of the indifference of the Provincial Government. However he was immensely satisfied to see his ambition reaching fruition during his life time itself.

Mr. Nedungadi was born on August 29, 1886. His father, Patinchare Kovilakathu Vira Rajan Raja was a scion of the Zamorin's family, being fifth in the order of descent. And Mr. T. N. Appu Nedungadi, the author of Kundalatha, the first novel in Malayalam was his maternal uncle. According to the custom of those days Mr. Nedungadi had his primary education in a pial school under a Nattezhuthachan (Village Guru). Then entering the Cherplecherry Board Lower Secondary School and the Calicut Zamorin's College High School he completed his High School studies by 1902. He had acquired considerable grasp of English, Sanskrit and Malayalam by this time. Mr. Nedungadi had his brilliant college career at the Madras Presidency College. The fact that he was the recipient of a number of University prizes in English and in his optional subject of History deserves special mention. The prize secured in 1905 and 1906 was one among them. After securing the B. A. degree he worked in 1908 as School Assistant in the Victoria College High School, Palghat and later in the Training College, Rajahmundry. In 1909 Mr. Nedungadi was appointed as a Lecturer in Zamorin's College. And while working in that capacity he secured the M. A. degree in 1916. Though after two years he left the Zamorin's College to join the Victoria College as Lecturer, in 1920 his services were again lent to the Zamorin's College, but this time as Principal. This was, however, only for a short time. In 1924 he was taken on the staff of the Presidency College as a Professor. And it was after serving again in the Victoria College for another four years that on June 18, 1929 Mr. Nedungadi arrived at the headquarters of North Malalar as the second Malayalee Principal in the history of Brennen College. It was on the 15th of September 1942 that he bade farewell to Brennen College and retired from Government service. Mr. Nedungadi was a member of the Senate and the Academic Council of the Madras University for a long time.

Mr. Nedungadi was a personality intimately connected with the famous colleges in the three chief towns of Malabar viz., Calicut, Palghat and Tellicherry. Particularly what he maintained with the Brennen College was a vital relationship. Brennen College can never forget this brave captain who piloted the ship of the institution for thirteen years without being caught in storms.



# Dr. Karamchand Wade

BY

*Pazhayalur Rama Pisharody*

[Sri Rama Pisharody was associated long with this College as a member of the teaching staff. Though he accomplished many things for the College his finest contribution was perhaps the College Co-operative Stores which in his time enjoyed a unique reputation. He is well qualified to speak of Dr. Wade as he was the Doctor's great lieutenant—Ed.]

TWENTY-NINTH of September, 1942, was a fine evening. In the morning there was a heavy rain, but the sky cleared in the afternoon. The setting sun, with its golden rays, gave a magnificent relief compared to the morning cloudy weather.

A few of my colleagues of the Brennen College with two peons in full attire lined up at the Tellicherry platform awaiting the arrival of our new Principal, Dr. Karamchand Wade. Punctually the train arrived, and we met Dr. K. C. getting out of the train in full joviality and with a "Hullo, hullo" to all of us. Some of us already knew him at the Victoria College, and so, we were only reviving our old friendship. The Doctor drove into the "Principal's Bungalow," and we left the Doctor there to cure himself of the tiresomeness of the journey.

Just then we were having the Michaelmas holidays. So, the Principal was actually introduced to the staff only on the 8th October, the date of reopening of the College after the holidays. My Diary of the day reads as follows :

"College reopened after Michaelmas. The new Principal, Dr. Karamchand has gone round, and has been introduced to the staff."

Thus began the life and activities of a brilliant educationist at the Brennen College, the destinies of which he controlled for nearly three years until he left Tellicherry on the morning of the 7th of July, 1945, on transfer to Rajamundry. My Diary of the 7th July, 1945, reads, "Dr. Karamchand left this morning by special conveyance to Bangalore. The separation was painful. He did for the Brennen College real good during his three years."

Yes, the words that I wrote on the 7th July came from my heart. I had an intimate contact with Dr. Karamchand Wade during his Principalship here. I had

the privilege of executing many of his orders for the good of the College. I need hardly say that Dr. Karamchand said what he meant and did what he said. He improved the discipline of the College to a marvellous extent. His basic contention was that the College was intended not merely for those who did their studies well, but also for those who conducted themselves in a gentlemanly manner so that they got a training in good citizenship and ordinary social conduct as well. He spared no effort to make the College a worthy institution and did not mind offending people here and there when the honour of the College was at stake. He created life in an atmosphere of lethargy and dullness. He encouraged those who worked for the College, though he put his strong foot on those who were inclined to be undutiful. Briefly speaking, he lived his three years at Tellicherry only for the Brennen College. If people had offence from him, I could categorically remember that such were offenders against the College. The Brennen Branch School and the children there were his particular care, and I feel sure that many of the then urchins might still be remembering the love that he gave them. Like any man of good heart, Dr. K. C. found absolute pleasure in the midst of children.

The scheme of acquiring lands for the Brennen High School, the plan of making the College a First Grade one, and many other good things were really his affairs, as could be proved by the records of the College, and the kind-hearted and grateful citizens of Tellicherry very generously honoured his memory, as they did no other Principal's, by endowing numerous prizes in his name.

Long live Dr. Karamchand Wade, the great Punjabi, who has a heart as large as his body! Long live the Brennen College, the Great Mother that suckled many babies with the milk of education!



# P. R. Krishnaswami

BY

*Kumari V. P. Kunhi Lakshmi Devi, B. A.*

[Miss Kunhi Lakshmi was an old student of Sri P. R. Krishnaswami in this College. She is now on the staff of the College in the English Department. —Ed.]

THOUGH he had been with us only for a comparatively short time Mr. P. R. Krishnaswami Aiyangar has won his way to the esteem and admiration of all his students and colleagues here, nay he enjoys the esteem of the entire public of N. Malabar. This enviable reputation is the fruit of a combination of rare qualities, and the valuable services he rendered to the student population of this district, during the few years he was associated with the Brennen College.

Mr. P. R. K. assumed charge of our College in June 1945 and left us at the close of the academic year 1947-48. His record of activities though extending only to this short period is one of the richest, and the harvest reaped accordingly plentiful. The College went through several changes—all for the better. It was raised to a first grade institution, a hostel was started for the men students and after a long Rip Van Winkle sleep the Old boys woke up and their association was revived once again.

A man of exceptional calibre he obtained conspicuous distinction when he got Brennen raised to the status of a first grade college. It was a long cherished dream come true. The temporary affiliation was effected in July 1947, that is while Mr. P. R. Krishnaswami was at the helm of the Brennen affairs. From the time he became the head of this institution he threw himself heart and soul into the work. The prospects weren't bright either.—On the contrary they were quite disheartening. But that did not stay him, in the teeth of various set backs he went ahead and achieved his object. Now all that remains to be done is to carry on the work to the next decimal places.

Greater even than what he did is what he is. Gentle, serene, unostentatious, practical and possessing a keen sense of humour Mr. P. R. Krishna Swami stands forth as an example to all. Simplicity in all matters is the hall mark of his virtue. On top of all this he possesses a witching tongue and his eloquence is remarkable for its delightful lucidity. It is a rare pleasure to attend his Shakespeare classes. As an actor he is unrivalled. He impersonates the various characters in the play with such versatility and verisimilitude that one wonders whether it isn't different persons acting the piece.

His mastery of the English language is plain to read in the chaste and chiselled diction he wielded in speaking and writing it. A profound Shakespeare scholar and critic, he is also a scholar deep in the literature of our country. A chiselled simplicity, a limpid purity, a directness and pointedness of phrase—qualities like these lend to his style a force of their own.

His classes were a real treat. He would pour on us a tirade of questions and was quite impatient if prompt answers weren't given. Always active and alert he condemned the least tendency towards tardiness or indolence in his students. Again if the answer given happened to be incorrect the peremptory rebuke would be "you are ignorant, you have no excuse to be ignorant. I don't want to see your face, sit down". Needless to say that such remarks were always followed by full-mouthed laughter. Nevertheless he wasn't a task master. We felt quite at home in his presence, inside or outside the lecture halls.

The students looked up to and revered him as a hero, the entire public of Tellicherry honoured and esteemed him; and so long as the College lives so long also will his name live on the lips of the people of these parts. A brief sketch like this could but ill portray the real man. His achievements here and the high encomiums he received from all quarters best speak for him. Whether as scholar, critic, or actor who won the rapt attention of his students, or orator, the charm of whose speeches captivated both hearer and reader, or architect of Brennen's weal, with whom the task of raising the College to a first grade institution was no empty shibboleth but a task to be undertaken and accomplished against heavy odds, Mr. P. R. Krishnaswami draws our heartfelt homage. Undoubtedly the part he played in forging Brennen's future is a unique one. Truly may it be said of him,

"His heart was one of those which most endear us,  
Wax to receive and marble to retain".

May he be long spared to us!



# K. P. G. Menon

BY

*K. Balasundaram, B. A.*

[The contributor of this article was a student of K. P. G. Menon. He was the Secretary of the College Union in 1949-'50, and the Student President in 1950-'51.]

'PRINCIPALS may come and principals may go, but the institution goes on forever' is a saying with some truth. But there is more truth in the saying that the tempo of activities of the college rises or falls, is keyed up or left to slacken, according to the personality of the Principal. The two years of principalship of Sri K. P. G. Menon saw the old and routine activities revitalised while renovations and a departure into new fields also characterised this short period of KPG's administration.

Sri K. P. G. Menon assumed charge of the college in July 1948 when it had already settled down to its normal work after the bustle of admissions was over. Though for weeks, even the adventurous type of students did not get a glimpse of the new principal, his presence was felt everywhere from the beginning. Unobtrusive and retreating by nature, the office became his place of work and leisure and his strict adherence to the principle of 'early to office and late to leave' almost verged on a fault. Yet the information he possessed of the current affairs of the college was amazing. Though it seemed that he and his office-desk were inseparable from dawn till late in the evening, he had an intimate touch on the pulse of the college and held all the strings of its activities in his own hands.

The administration of K P G's predecessor saw the crowning glory of the institution being raised to a first grade college. It was left to K P G and his successors to consolidate the gain, and make further progress. To this task was directed all the administrative efficiency, tact and energy of Sri K. P. G. Menon.

The college was woefully lacking in accommodation even while it was a second grade institution, and the buildings were fast fading into archeology. To house a first grade college, there was not even the scope for expansion. The only solution to this pressing difficulty which threatens the very existence of the college was to find a new site and put up new buildings. KPG took up the cause and fought for new buildings. His efforts were not in vain. The Dharmadam site was approved, blue-prints were prepared, estimates were drawn and the Government also gave their approval to the plan and promised that construction works to the cost of Rs. 24 lakhs would begin once the token amount of Rs. 1 lakh is raised

from the public. Not vain castles in the air – only public co-operation is needed for KPG's pioneering efforts to materialize.

In the History of GBC, KPG's administration forms a landmark. His capacity to move the immovable Government machinery was fittingly rewarded by the establishment of the Natural Science Section. This long denied and much needed department was the coveted prize which every succeeding principal had sought to win. But the obstacles were great and they gave up their attempts as futile. KPG brought to bear his skill on this knotty problem and what others dared not attempt, he accomplished.

Being himself a profound scholar and an eminent educationist, he thinks education should be broad-based and wide enough to embrace the varied talents of the students. He never underrated the value of text-books, but holds that the meeting of good and great men, discourses and discussions and the running of Unions and Associations as indispensable for the training of students. The College Union was democratized and he gave full scope to the students to conduct their College Union so long as they kept themselves within the board limits of discipline. The constitution which he gave to the College Union is ample proof of his confidence in the student community and his keen desire to train his students as fit citizens of the young democratic Republic of India.

The KALOTHSAVAM or ART FESTIVAL which he introduced as a regular annual feature of the college is worthy of warm appreciation and it deserves to be continued in the future. It provides an unique opportunity for the students to come into contact with and hear some of the best luminaries of Malayalam letters. Not only did the students benefit by the Art Festivals but the wider circle of the public also profited while the artistic talents of the students had an excellent occasion for freeplay and development.

Not to mention KPG's love and enthusiasm for KATHAKALI is to miss the soul of the man. The national art of Kerala has a strong devotee in KPG who works with an untiring zeal to rekindle an interest among the public and a true appreciation of the dance among the students. During his two years of administration, he had a few students, both boys and girls, trained in Kathakali dance under the expert guidance of Kalamandalam instructors.

A lively sense of humour characterized his speeches as well as his conversation. He has no weakness for short speeches, but the long digressions are relieved from boredom by interesting anecdotes, humorous references and witty sayings. If his English speeches are chaste and polished in style and manner, his Malayalam speeches are quite homely.

The lawyer in him can be seen in his strict enforcement of the rules and regulations. He had no sympathy for the idler and the shirker. Neither displeasure nor unpopularity could deter him from his demand of full work from every student and member of the staff. To himself also, he was not lenient. Duty apart, both parents and students received generous and sympathetic considerations and at heart, he had kindness for all.

His services to make GBC a living institution and a radiating centre of culture, art and learning will be long remembered with a sense of heartfelt gratitude and warm appreciation by his students in particular and the public in general.

An educationist, administrator, lover of fine arts, devotee of Kathakali and at heart a man of honour and kindness, may he be blessed with long life and sound health to serve the cause of education!





**REMINISCENCES**  
**BY**  
**FORMER PRINCIPALS**

REMINISCENCES

BY

FORMER PRINCIPALS

# My Days in Brennen College

BY

*Dr. M. Karamchand Wade, M. A., Ph. D. (Lond.), M. R. S. T. (Lond.)*

(PRINCIPAL 1942—'45)

I had had the pleasure and the privilege of being Principal of the Brennen College from October 1, 1942 till July 1945. Those were very difficult days as in August 1942 all the Congress leaders had been arrested and the students were highly agitated. While most of the other educational institutions in the Presidency of Madras had strikes the Brennen College had none. All honour to our students!

In the War effort the Brennen College worked wonders. Scores of our boys joined the Armed Forces and gave a good account of themselves. The staff of the college set up an All-India record. When the Technical Recruiting Officer, Bangalore, came over to the college for recruitment *all* members of the College Department offered their services.

Among the staff two officers served the college heart and soul, day and night, in a spirit of service that extorted my admiration. They were Sri P. Sankaranarayanan, now at Madras Government College and Sri Rama Pisharodi, the celebrated Malayalee author. Sri Sankaranarayanan relieved me of the administrative work of the college and did his work with a thoroughness and organising ability seldom approached by officers draining three times his salary. Some of the drafts prepared by his facile pen for submission to the Director were masterpieces of English. My gratitude to Sri Sankaranarayanan is, indeed, great.

Sri Rama Pisharodi was our Commercial Instructor on a small salary of Rs. 85 p. m. but in brains, dynamism, organising capacity, ability to get things done, he far surpassed any six of his colleagues put together. With his usual enthusiasm he collected for the college money for building the rooms near the college gate. Whenever a good thing was to be done I could always count on the enthusiastic co-operation of Sri Rama Pisharodi. In a college it is customary to have several parties every year. Sri Rama Pisharodi, helped by a band of volunteers, prepared all eatables in the college itself and saved us hundreds of rupees.

A reference to Sri Rama Pisharodi will be incomplete without touching on his starting and making the College Co-operative Society as the best College Society in India. As a Commercial Instructor he had few equals and no superior in Asia.

## MY DAYS IN BRENNEN COLLEGE

The most popular teacher of the institution was Mr. Koru, M. A., L. T., outstanding for his learning, modesty, honesty, integrity, and spirit of service. He commended everybody's love and respect.

I have very happy memories of Tellicherry. Sri Krishna Bhagath and his saintly wife gave us plenty of money and helped us in every way. Mr. Kadir Kutti made us a generous donation. Mr. P. D. Asher, Millowner of Tirupur, and his most charming and generous wife gave thousands of rupees to our boys and girls; Mr. P. M. Jayarajan, I. C. S. was to all intents and purpose a member of the College and helped us in several ways; and the College Doctor, Captain Toyle, I. M. S. (Retd.) won all hearts by his charm of manner, scholarship, and sportsmanship.

I am most grateful to the public of Tellicherry for endowing a number of prizes in my honour at the college, for presenting a portrait of mine to the Brennen College, and for other innumerable acts of kindness and of love. My heart is always with the generous people of Tellicherry.

Long live the Brennen College!



# How Brennen College was raised to First Grade

BY

*Sri P. R. Krishnaswami, M. A., L. T.*

(PRINCIPAL 1945—'48)

I cannot but think that the horoscope of the Brennen College was influenced by my own personal horoscope during the years of my stay there. In my personal life, no success or piece of good luck has come in my way, except after an immense effort, though it has occurred easily to others in my situation. In favourable circumstances a Second Grade college grows to be First Grade over-night, calling for no remarks from outside. But what looked like insuperable difficulties had to be overcome before the Brennen College was raised to First Grade.

The period of my principalship of the college was dominated by the single idea of raising that institution to First Grade. During his visit to the College in October 1947, His Excellency Sir Archibald Nye remarked to me that I was responsible for raising the College to First Grade. I was gratified by this personal recognition. When I met the Vice-Chancellor Sir A. L. Mudaliar two months ago, he expressed his dissatisfaction with the slow progress in providing equipment for the Brennen College and remarked: "We granted you affiliation because you pressed for it, but little has been done since....." Presiding over a lecture by me in Madras on the 16th November he said, while introducing me to the audience, that I was responsible for raising the Brennen College to First Grade. I was deeply gratified by this recognition.

Within a few days of my arrival in Tellicherry, (July 1945) I received a communication from the local municipal authority refusing compliance with a request, made before my advent there, for the loan of their Hall for use by the College. This looked inauspicious but I did not lose hope. I requested the municipality to revise their decision and succeeded. I did not actually avail myself of the permission as I rearranged the classes in the old building to obviate the need for students walking across the road. Not long after, I received a Government Order refusing to consider the suggestion to make Brennen College First Grade as Palghat, in the same district, had already a First Grade College. I met the leading citizens of Tellicherry to hold consultations. I had an Old Students' Association formed immediately. That fine old gentleman Mr. Kelu Nair presided over the first meeting. Mr. P. Kunhiraman, member, Constituent Assembly, Mr. Kukkai Kunhiraman Nair, Mr. R. S. Visvanatha Shenoy, and later Dr. K. K. Nambiar, were among those who responded actively to the call to promote the interests of the college. We considered the ways and means by which greater accommodation

## HOW BRENNEN COLLEGE WAS RAISED TO FIRST GRADE

could be provided to meet the needs of a First Grade College. I felt the first step was to remove the High School to another building. I did not approve of abolishing it as it served to get up high standards in the locality. I sent up proposals for acquiring the site near the Branch School and constructing the school thereon. The Director and the Government agreed. The Engineering Department prepared the blue print, the Architect's signature was on it, the Director's and my own. I believed the school building was an accomplished fact, it was to cost a lakh and forty thousands. Alas, at the end, the Government decided to postpone the construction. I thought the decision was unwise as I had already induced the Government to spend over fifty thousands in acquiring the site.

By the end of my first academic year at Tellicherry the striving for the First Grade College became a religion to me and my friends. I composed a song in English in honour of the college, it was sung in chorus by the students. The last stanza ended in praying that the Brennen College should take her place with dignity among her sisters.

The next milestone was the visit of Sir Norman Strathie, Adviser to the Government. Malabar was favourably viewed by the British Government in view of the record recruitment made there during war time. Mr. Sharfuddin, the then District Judge of Malabar counted on Sir Norman as a personal friend and took the opportunity to commend to the Adviser the people's wish for a First Grade College. When I was introduced to Sir Norman on the railway platform, on his arrival, his first remark to me was, "Mr. Krishnaswami, I find the people are very keen about getting a First Grade College". The Municipality presented an address to Sir Norman and I was entrusted with the drafting of the paragraph relating to College. Sir Norman was completely impressed with the demand and he said in his reply that immediately on his return to Madras he would ask Sir Thomas Austin (in charge of education) to cancel his order rejecting the proposal to make Brennen College First Grade. This was an important pronouncement and it meant a great assurance to the Tellicherry people. In February I was asked to formulate proposals, by the Director of Public Instruction, for raising the College to First Grade. After a long process of correspondence had gone through, in December of the year, the Government cancelled the proposal. Once again popular agitation had to be started to persuade the Government. The Muslim members of the legislature co-operated with the others effectively to win the favourable disposition of the Government.

The first stage of the campaign was now over, when the Government was induced to yield. But the Government is not a single Person. If it was a royal or princely ruler, he could have commanded at once the execution of the idea. The Government is a machinery, and often a soulless one. It does not believe in making generous gifts all at once. Because it approved of a First Grade College

being instituted it did not mean it would provide all the equipment at once. There was a world of trouble to undergo before a scheme of adequate accommodation could be presented to the University. It was easy for me to have a hall constructed at the other end of the college quadrangle, and this would accommodate the second section in each of the Intermediate classes for work in languages. A First Grade College wants a large provision of rooms. Constructing new buildings would mean an indefinitely long time. Could not the Municipality come to the rescue? Had they not passed resolutions asking for the First Grade College? If they did it, they should be equally willing to undergo sacrifices for the purpose. If the Municipality vacated their office building, standing across the road before the college, the college could solve its problem. I had cherished this idea even from July 1945, but dared not speak it out always. What about a substitute building for the Municipal office? The town hall was there, but were there any legal disabilities for utilising the Hall for the office? Even before this could be answered I found a bitter unwillingness to consider the idea of converting the Municipal office into an adjunct of the college building. Mr. Mamoo, the Chairman at the time, betrayed this bitterness. Being an excellent gentleman he was happily reconciled to the idea when the First Grade College actually came into existence. It was a red letter day for Tellicherry when the Municipality resolved unanimously to place their office building at the disposal of the college for raising it to First Grade. Sri Rao Saheb Kunhiraman Nair must have acted as a formidable "whip" at this time.

The application for affiliation went up to the University and a summary rejection was the University's answer. This was bitter indeed, but "Say not the Struggle naught availeth." On one of my visits to Madras, to attend a University meeting, I was ushered into the room of Mr D. S. Reddi, then Deputy Director of Public Instruction. The Rev. J. D'Souza was already there. He was a member of the Syndicate, and so I burst into mentioning the Syndicate's refusal to consider the application for affiliating the Brennen College. I retailed all the details on which the application was based and I challenged Mr. D' Souza about the validity of the Syndicate's rejection. He gave a sincere sigh:

"Mr. Krishnaswami, all this was not put before us at the Syndicate, I think you had better see the Vice-Chancellor," said Mr D' Souza. I had of course already resolved to see the Vice-Chancellor and I did so. I had a sympathetic hearing. I was Manager and Principal rolled into one at this time in my negotiations with the university. A meeting of the Senate came on later. I shared keenly in the discussions, as usual with me. As if to reward my wholesome contribution to the discussion the Vice-Chancellor called me to him after the meeting and asked me to send up the representations for the Brennen College. Step by step the matter progressed thereafter and the College became First Grade. It was indeed a Bhagiratha-effort.

## HOW BRENNEN COLLEGE WAS RAISED TO FIRST GRADE

After the affiliation came the rush for admissions. I had originally asked for a modest number of seats, but I was obliged to write to the Registrar every succeeding day to have the seats increased which finally numbered over eighty. Numerous women who had stopped their education in previous years after passing the Intermediate, now jumped into the B. A. class.

Tellicherry college was 54 years old when I took over the reins. She was 56 when she attained First Grade, in July 1946. I was destined to administer there for an academic year after this, though I was to have retired normally in December 1947. I was still busy in the affairs of the college in the summer of 1948, planning a new site for the college. The Director promised me he would visit Tellicherry and inspect the sites. With the friends, I carried out preliminary inspections. All through April and May I stayed at Tellicherry, giving up an accustomed holiday in May. Mr D. S. Reddi arrived at the end of the third week of May. We went round to do the inspection, and Dharmadam looked the most likely site. The next morning I saw the Director off at the railway station, and as I went home I found I had been substituted by another as Principal of the College, in an Official Posting published in the newspaper. This was as much a surprise to Mr Reddi as to me. Apparently the purpose of my spending the last three years of my official career at Tellicherry was fulfilled, and I was not needed there any more. I went away to Madras with the love and jubilation which that city inspires in me at all times.



**OLD STUDENTS' SECTION**

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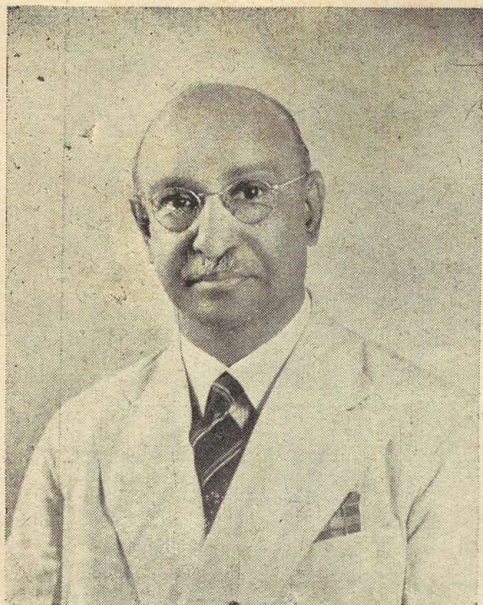
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# OUR CONTRIBUTORS

Photo 15



Dr. M. D. RAGHAVAN



Mr. & Mrs. KODANDA RAO  
with another lady



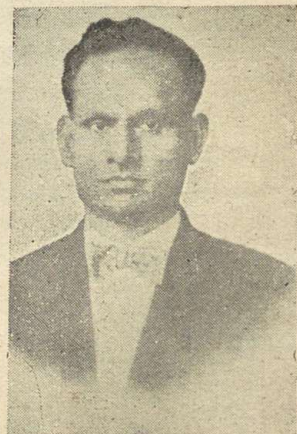
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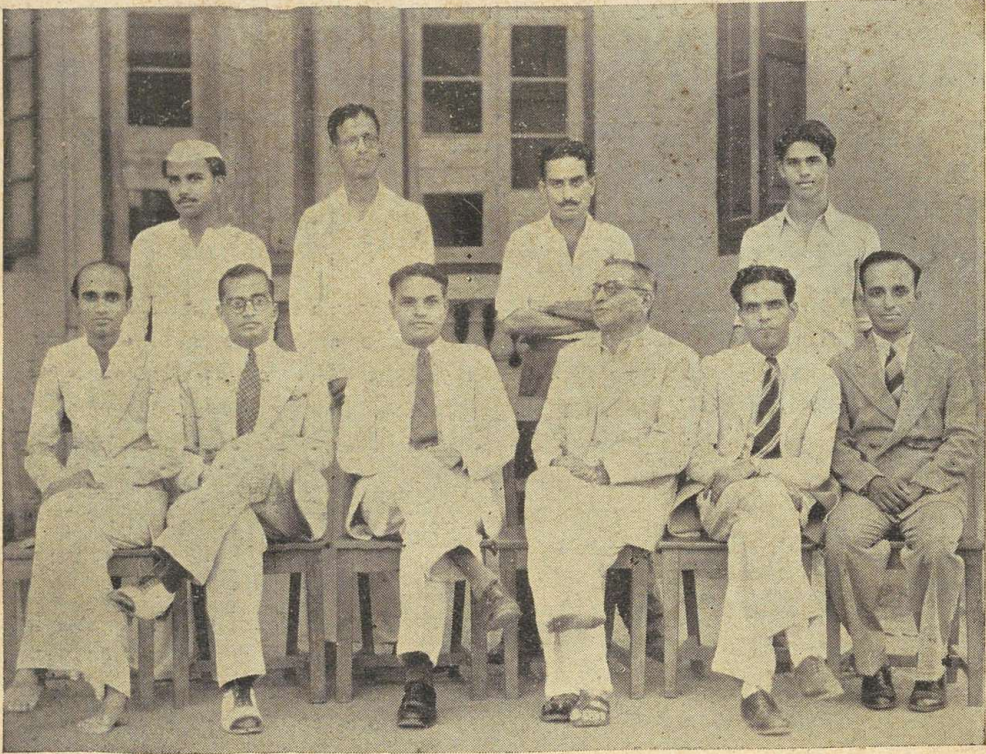
SRI P. R. PISHARODY



Mr. M. KUNHIRAMAN NAIR  
President, Old Students' Assoc.



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DIAMOND JUBILEE CELEBRATIONS



(Old Students—Organisers and Actors of the Malayalam Drama with the Principal)



THE KANDY PERAHERA (Vide Page 61)

# To My Alma Mater

BY

*M. P. Bhaskaran (Old Student)*

I did forget you,  
for years.  
In the subtle dovetailing of mind and mind,  
in the multi-dimensional assertion of a generation's pulse,  
among the bashful trees and confiding groves  
To Tambaram, did I forget you,  
my nursery.  
Nor, except for ignored moments,  
did I remember in those years  
when confronted with Presidencian brilliance  
in the language and literature of England.

But sooner or later must come the time for stock-taking  
(to use a bazaar word),  
sooner or later we would live not merely in the present,  
or for tomorrow,  
but in the ever-beckoning Yesterday  
of unrevivable pleasures, busy thoughtlessness,  
and forgiveable excesses.

They say that those love best and purest  
who, after long and estranged period,  
can take up the threads again to interweave, interlace,  
as if, in the meanwhile, time had not occurred.  
I could, at this distance of years,  
slip into your class-rooms, sit among your children,  
rag, shout, play with them—  
be your child among them myself,  
at this moment, at this distance of years,  
without feeling strange.  
To those sceptical, and inclined to smirk,  
in pride I would quote:  
"Let me not, to the marriage of true minds,  
Admit impediments."



# A Word to the Students

BY

*M. Kunhیرaman Nair, B. A.*

[Mr. Kunhیرaman Nair is one of the oldest students of this College. He was also a member of the staff for sometime. He then entered the Revenue Department and retired as a Dy. Collector. —Ed.]

THE Principal of the college has kindly extended to me the honour of contributing an article for the Souvenir. I propose to address a few words to the present generation of students of this college. The students may however be wondering how I am qualified to perform that task. For their satisfaction I may say that for ten years in the last decade of the 19th century I was myself a student of this institution and that after my college career I started life as a teacher in this very great institution. The reminiscences of my school days and pedagogic activities are still fresh in my mind and I really feel a sort of pride when I attempt to call back those good old days. Much water has flown under the bridge since then, and there is nothing which has not undergone change, a radical change which makes it difficult to say which is which. I am afraid the present students might consider me as the old Rip Van Winkle in trying to address them. Yet I make no apologies and am responding to the request of the Principal in a spirit of good will and paternal solicitude, in the hope that whatever I might say would not be taken amiss.

The responsibilities of the present generation of students are in fact much graver and harder than those of the students of my time, as India has now become an independent Republic bound to work out her own salvation in the midst of unsympathetic, if not antagonistic tendencies all round. In our days the highest that the brightest amongst us could have hoped for, or aimed at, was a Collector's or a Judge's post. But any student in India can now aspire to occupy the highest place in the Republic, I mean the Presidential chair itself. You will bear with me for a few minutes in the reflection of this environment, that I have hinted at, if I say anything in the course of this article which is not wholly palatable to you. There are a few things which the present generation of students have unfortunately lost sight of, things which in our own days were constantly dinned into our ears, and which we dared not disregard. The teachers and professors of our college days occupied more or less the position of the "Gurus" about whom much is said in our ancient books, and they too in their turn considered the students as real "Sishyas". Even today, after the lapse of half a century, I am unable to think about some of my old teachers without a reverential awe and respectful regard. Those days are gone, I am afraid, with no prospect of their coming back. Thoroughness was

the keynote of our work as students in my days. Whatever we studied with interest, and in my experience it has stood us in good stead in our life. Reading of a book was no passing phase with us. In other words our studies were intensive. To learn more and to make what is learned thorough are trails fast disappearing from the present generation of students who are unfortunately preoccupied with things which they can very well leave off for the time being. It is only the other day that our Prime Minister Pandit Nehru regretted publicly about the want of general knowledge of the flower of the youth of India, stating that not even a microscopic percentage of the University men of India appearing for the I. A. S. Examination know anything about the great Sir Pherozsha Mehta or the world famous Adjanta Caves. Can anything be more lamentable?

As a direct consequence of the very respectful and reverential attitude that the students in olden days all along maintained towards their teachers, coupled with the conviction that they were students first and students last, there was no fear of indiscipline in the educational institutions and the whole atmosphere was saturated with a sanctity and purity. Colleges are in fact training grounds or to use a metaphor only 'green rooms' where the future actors of the drama of life are prepared and dressed up. If in the midst of that preparation which requires very careful handling, the actors without submitting to the discipline of the green room get up and get out and begin to sing and dance and create Pandemonium, what will be the result? It is indeed such a heartrending catastrophe that takes place in many an educational institution. When I write about this matter I have in my mind what I recently saw in Madras in connection with the agitation to get the communal G. O. retained. Discipline once lost is lost for ever. Disciplined life is the secret of success in life. If you don't cultivate it now, you will find it difficult to attain it afterwards. Politics is no game for students, though they can watch and study the ins and outs of it in their own spheres, in their College Parliaments, debating societies etc. It is unfortunate that many of our present day leaders, to add strength and momentum to their own plans, resorted to the ruinous method of enticing students from their normal and legitimate spheres. Many of them are regretting it now and are publicly proclaiming against students running after political power hunters. But the mischief is already done. I venture to warn the students against juvenile enthusiasm in the matter of active politics. The time will come for you, but in the meanwhile it is up to you to ponder and prepare for the final onslaught. Great Gandhiji has placed a noble ideal before you - adherence to truth and trust in God. If you cultivate them, and this is the time for its proper cultivation, you grow strong and fearless, and success will embrace you in all your undertakings. May God bless you and help you to realise that noble ideal.



# Scope of Primary School Education

BY

*P. Kodanda Rao, M. A. (Hons.)*

[Mr. Rao was at first a Lecturer in the Central College, Bangalore. Since 1921 he has been connected with the Servants of India Society. He has a proud record of distinguished public service, and has toured all over the world, giving lectures and studying the educational and other conditions in other lands, on his own behalf and under instruction from certain Governments. It might interest the readers to know that Mr. Rao had his primary education partly at the Brennen School. —Ed.]

## I

“I was a student of this College in the last century”, I said to a surprised and almost incredulous audience of the staff and students of the Brennen College on the 16th Feb. 1950! I had to explain how a non-Malayalee came to be a student of a Primary school in Tellicherry in the last century! I was born in Vizagapatam, perhaps farthest from Tellicherry. My father, the late Mr. P. Sita Rao, was a Deputy Collector, and was posted to Malabar in connection with the acquisition of land for the railroad to be pushed from Calicut to Mangalore. We spent some months in Tellicherry and some in Calicut. I was then a pupil in the Primary Department of the Brennen College in Tellicherry and the Zamorin's College in Calicut. The medium of education at that stage was Malayalam. I am myself surprised to recall that I passed my Primary examination in Malayalam! All that I can now remember of that beautiful language are “Eppo, Enda, Kunhi Kutti, Sukhamayo”!

The remnants of my almost forgotten memories of my days in the Brennen College refer, curiously enough, to pepper! I was fond of the College, not only because of the education it gave, but also because of the pepper vines in the compound! Everyday I used to take a packet of salt with me from home, and gather some raw tender pepper in the College and munch a mixture of both, and enjoyed it very much! Curious indeed, when I think of it now.

On the same day I was speaking at the Tellicherry Club. I prefaced my remarks by wondering if there was anybody in my audience who knew me in my Tellicherry days, and incidentally mentioned my father's name. Up rose one and surprised me by calling out, “Are you now Butchi Babu?” It was my pet name, which only my immediate family knew. Mr. C. Vasudevan, of Lily Cottage, and myself were greatly excited and very pleased to discover each other after an interval of half a century! We were neighbours, and

as children we played together. The two families, his and mine, lived like one family! They were happy days of care-free childhood, a precious memory now.

## II

Mr. M. M. Ghani, the present Principal of the Brennen College, did me the honour of inviting me to write an article for its Diamond Jubilee. What could be more appropriate than that I should write about Primary education, though what could be more inappropriate than that I should write about it. I am banking wholly on the charity of my readers.

It is common to distinguish the "educated" and the "uneducated". The distinction seems however to be unfounded. There never was an "uneducated" person anywhere, any time. In fact, none can survive without education, without some knowledge and some skill. The new-born baby cannot live if it is not "educated" to suck its mother's breast for nourishing milk. The child cannot speak without "education" in the mother-tongue; it cannot play a game without "education" in the rules of the game. It cannot even be naughty without being "educated" to the end! The young child is "educated" at home by its parents in the traditional way of living, educated in manners and customs, in the skills and techniques of earning a living, whether as a worker in the field or factory. The child, who knows the story of Rama and Sita, who takes care of the younger child in the family, helps father in his work in the field or factory, and mother in the kitchen, is "educated". None is "un-educated".

And yet none is wholly educated either. No pupil of the Brennen College has been "educated" in all the knowledge and skill that the College can impart. None has read all the books in its Library. The best "educated" is educated only in a fraction of all that is and can be known. None is wholly "educated" and none wholly "uneducated". Everybody is partially "educated". Individuals vary in the percentage of their education, as it were; some more, some less.

The school is but one of the institutions of education, which include the home and society, the press, the radio and the priest. It is a specialised institution for certain types of education. Its justification is its higher *efficiency*. If the parents cannot educate their child in literacy, the school does it. If the child learns the traditional technique of cultivating rice from its father-farmer, it learns the why and wherefore of it from the Agricultural School. If the child learns of Kashi and Rameshwaram from its parents, the school will teach it the geography of India and of the world. To use an analogy, the school is a specialist, while the home and society are general practitioners.

Education in school is justified only if it is more *efficient* than elsewhere. If the Professor of Agriculture cannot make agriculture more efficient than the farmer,

## SCOPE OF PRIMARY SCHOOL EDUCATION

he has no justification. If the carpentry-teacher in a school cannot teach the carpenter's son more efficient carpentry, there is no need or use in sending the child to that school for carpentry. If the teacher at school cannot teach cooking more efficiently than mother at home, there is no need for the cooking class in school.

It is often said in criticism of our present primary education that it is too literary, and it should be given a vocational bias. As a matter of fact, most village children have been for ages receiving only a vocational education from their parents, and little academic education and no literacy at all. It is futile to give an agricultural bias in a village school if the teacher is not a better farmer than the fathers of the pupils. It is far better that the school should attempt what it can do better and supplement the education which the child receives from its parents in the village. Few parents have literacy or a wide knowledge of the world. The school should supply this want, and round off the education that the child receives elsewhere. Our primary schools should, for a long time to come, concentrate on the spread of literacy, the three tool subjects of reading, writing and arithmetic, and leave vocational education alone, since it cannot give such education more efficiently than other agencies already operating in the village.



# Our Alma Mater

BY

V. Unnikrishnan Nayar

[The contributor of this article is a well-known Malayalam poet and critic. He was a high official in the Income-Tax Department, and has recently retired. —Ed.]

SIXTY years is a comparatively short period in the life of an educational institution, and yet, it is long enough to evoke in us a sense of gratification at what it has done for the generations of students that have had the privilege of passing through its portals during that period. An occasion like this serves as a reminder of the fraternal bond that unites the successive batches of young men and women who have worshipped at this shrine and gone out thereafter into the wide world to fulfil the mission of their lives in the fields of activity suited to their talents and predilections. Many of them, no longer young in years, would be tempted to look back wistfully at the pleasant associations of those by-gone days and to mentally reconstruct the environments in which they had passed some of their happy and carefree days. Indeed, this Diamond Jubilee gives them the feeling of a happy family reunion.

The career of an educational institution is very much like the course of a holy river. Thousands of pilgrims gather along the banks to have a dip in its sacred waters and then depart with a feeling of self-purification. Pre-occupation with other things in different walks of life may prevent them from returning to the river as often as they might wish to do, but quite often their thoughts fondly turn to the serene tranquillity of its banks and they rejoice at the opportunity of spending a few hours in its blissful vicinity. In fact they derive therefrom the satisfaction of meeting a long-separated mother and being enfolded in her loving embrace, even though it be for a few fleeting moments.

Such then is the delight that we, the old boys of the Brennen College, feel on this happy occasion of its Diamond Jubilee. It is about forty years now since, as a youngster still in his teens, I passed out of this College, after worshipping at the shrine for a little over two years. (That was the period of transition from the F. A. to the Intermediate course, and we of the first batch had to put in an extra term). By a stroke of good luck, I was again called back by the Mother for a short while, two years later, to help in the rituals of her temple by officiating as a *pujari*! Early in the academic year 1913-1914 it was given to me to be a Lecturer in English in this College — an unsolicited though covetable distinction conferred on me by the authorities. It was a thrilling experience to be allowed the privilege



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## OUR ALMA MATER

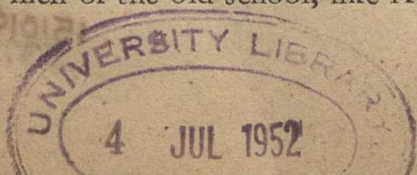
of entering the *sanctum sanctorum* which until two years before one had only looked at with reverential awe from a respectable distance. Some of the worshippers of the batch to which I had belonged were still there, waiting outside the threshold, for the gift of the Goddess's *prasadam*. They were such a fair-minded the well-meaning lot that they never withheld from me their *camaraderie* in spite of the slight difference between their status and mine. Indeed, even to this day, there are a few among my "students" who make me blush unawares by addressing me as "master"!

That, however, was a sort of "nine weeks wonder" and then we parted. My "students" gave me an impressive send-off with a beautifully printed farewell address, and even at this distance of time, I cannot recall without emotion the affectionate words of benediction uttered out of the fullness of his heart by my revered Teacher, Principal Krishnan Nayar of hallowed memory. I am not referring to this incident in any spirit of boastfulness, but only to show that so intimate was my association with the Brennen College that it gives me very genuine pleasure to be a participant in the celebration of its Diamond Jubilee.

One cannot think of the College without being strongly reminded of the powerful personalities who swayed its destinies during those early and formative periods of its career. Speaking for myself, two of them stand out very prominently before my mental vision - Srinivasa Iyer and Krishnan Nayar. Both of them were Principals, one after the other, during my time in the College. Temperamentally, they were of poles apart; but in point of teaching ability and capacity to maintain discipline, both of them could be bracketed. The versatility of Srinivasa Iyer who was as much at home in English as in Science and Mathematics was admirable. His exposition of Milton's Paradise Lost had a classical superbness about it. In between his lectures, it was a pleasant interlude listening to the few Malayalam words he used to utter with a slight, but none too jarring, Tamil twang. There was a studied air of grace in his personal appearance, which was noticeable even in the way he took his favourite pinch of snuff in the lecture-hall!

Krishnan Nayar, on the other hand, had a much sterner exterior. Upright in his moral as well as physical stature, immaculate in dress as well as in character, he was a master of mathematical precision in everything he said or did. Behind that seemingly hard and cold exterior, however, there was an abundance of softness and warmth which none who had the privilege of knowing him at close quarters could miss. Many would have thought that even to his children he was probably as inaccessible and inscrutable as to his students. But like his children, his devoted students knew from experience that he was a loving teacher as well as a loving father.

Those old familiar faces, alas, are no more. Gone also are those good and simple men of the old school, like Kelu Master who used to take our Malayalam



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composition classes, Korappan Gurukkal the light of whose prodigious learning was always hidden under the bushel of a very unassuming, and indeed almost self-effacing deportment, and Mananthala Nilakanta Sarma who took a pardonable pride in speaking of his scholastic achievements in the learned assemblies of the day! To the present generation of students these are probably mere names, but even so, I hope it would do them good to know something about the personalities of those who had played a prominent part in shaping the earlier destinies of their Alma Mater.

The outlook of education, as of other things in life, has changed a lot in recent years. The modern student moves and has his being in an atmosphere of greater freedom than his predecessors of fifteen or twenty years ago. Human values and standards of life have changed. Streamlined limousines and fast flying air-liners have taken the place of heavy horse-carriages and unimpressive looking motor cars. The world has become smaller in a sense - visits to England and America are now much quicker and less complicated than a journey from Tellicherry to Madras used to be in the early decades of this century. Yes, we are now passing the middle of the twentieth century and are at the beginning of the "atomic" age. India is no longer a "dependency" - she is a sovereign democratic republic in the management of whose affairs every adult man and woman will have a voice. She has a place of her own in the Commonwealth of Nations. To be alive in such an age is itself a blessing, but to be young must be veritable heaven! All glory to the young men and women of this new era of freedom!

May this Diamond Jubilee mark the beginning of a period of greater and fuller achievement in the career of our Alma Mater, the Brennen College!



# The Kandy Perahera

BY

*Dr. M. D. Raghavan*

Ethnologist and Acting Director, Dept. of National Museums of Ceylon

**K**ANDY has a charm of its own, with the traditions of its past splendour when it was the capital of Ceylon Kings, and with the numerous temples of antiquarian interest within a few miles of Kandy, such as the Lanka Thilaka Temple, not to speak of the Dalada Maligawa, the Sacred Temple of Tooth, the most conspicuous of the buildings of Kandy, which enshrines the Sacred Tooth Relic of Lord Buddha. If you are Museum minded there is the Kandy National Museum close by, a repository of everything antique and everything that is best in medieval Kandyan art and craftsmanship. Kandy too is of interest as the home of Kandyan dancing, an indigenous art of great antiquity which today continues in its pristine purity uninfluenced by ideas of modernization. Kandyan Dancing is a well preserved art, interest in which is keen today as indicated by the number of institutions that have sprung up in the last few years in the villages round about Kandy, where the Kandyan dance art can be seen and studied. Kandyan dancing in its spectacular aspect and in its diverse forms is best seen in the setting of the Kandy Perahera you arrive in Kandy, some days ahead of the Perahera, for the problem of the season is accommodation, and the few good hotels and the Peradeniya Rest House, the only Rest House in the vicinity of Kandy, are soon overcrowded.

2. The Perahera dominates the life of Kandy during the days of its celebration, which this year lasted from the 18th to 28th August. The main streets and the lake-round present an animated scene, alive with the Perahera crowds. From all over Ceylon's country side, villagers flock. To them it serves a double purpose. It is both a pilgrimage to the Sacred Tooth Relic Temple, and a holiday, the main attraction of which is the gorgeous Perahera procession.

Speaking of the Kandy Lake, I may digress a little to tell you something of the Lake which lends a vivid colour and charm to this pretty place; so much so that Kandy without its Lake, is hard to think of. The nation owes the Lake to the vision and enterprise of that much-maligned monarch, - Sri Wickrama Raja Sinha, the last King of Kandy who was deposed by the British in 1815, the year of the Kandyan Convention, under which Ceylon passed into hands of the British.

3. The Perahera comes off after nightfall, so that you spend the day visiting places of interest such as the Peradeniya Botanical Gardens, and the new buildings of the University of Ceylon in the vicinity of the gardens. You have already considered where to watch the procession, and you take your stand, or get

a seat at a point of vantage where you can best view the Perahera. You wait expectantly, and faint sounds, like the firing of crackers, reach your ears. The sound becomes more distinct, and your companion tells you that the discordant reports you hear, are the sounds of the flourishing of whips, a sort of overture heralding the Kandyan Perahera. If you care for further enlightenment, - I may make another digression and tell you that the whip is a symbol of authority. It was a custom of Kandyan royalty to have whip crackers in the forefront of State processions impressing you with the Kingly authority. A lion holding the whip of authority in its paw, has been a Kandyan motif on antique Kandyan eaves tiles used in Kandyan buildings. The Perahera procession soon bursts to your view, and the first thing you notice are the whip crackers standing in a group and wielding enormous snaky whips. The other factors in this long pageant all come in their proper order, and the procession spreads out in all its stateliness and magnificence, to the brilliant illumination of a thousand torches, beating of drums, blowing of conches, blaring of trumpets, with the Diyawadana Nilame of the Dalada Maligawa, and the three Basnayake Nilames of the Devalas and the Kandyan Chiefs, lending dignity and colour to the procession in measured steps and slow, while at intervals walk in majestic stateliness, elephants in brilliant trappings; the *Dalada Maligawa* tusker overtopping them all and bearing aloft the Sacred Relics in a gorgeously bedecked '*ransivige*' or the golden howdah, brilliantly lit with electric jets. Lines of Kandyan dancers, in their resplendent costume add to the charm and glitter of the procession, the dancers halting at intervals along the route, giving their best display of their art. Lesser displays such as *lee Keli* and *Kalagadai malai* - have their own share and add to the variety of the fare. *Leekeli* is the stick play, of which you see some very novel forms in the Perahera, and *Kalagedi Malai* is the dance-play of brass pots, - each player bearing garlands of flowers and a pot in hand, dancing about, throwing the pots high up in the air, and holding them as they fall, or projecting the pots among the players themselves. The procession in all its pomp and orderliness proceeds over the prescribed route traversing the main streets of Kandy.

4. Let me at this stage tell you something more of this great annual event. The Kandy Perahera is the annual festival of the Temple of the Tooth in combination with the celebrations of the Natha, Maha Vishnu Devala, Kattaragama, (Skanda or Subrahmanya), and the Pattini devalas of Kandy. The religious side of the Perahera scarcely strikes or even interests the average visitor, - unless he takes pains to ascertain something more than the spectacular side of it. Held in the month of Esala (July-August) it has come to be known as the Kandy Esala Perahera. A link with the past, the Kandy Perahera has a historical side too, and reflects the glory of the days that are no more, the days of the pomp and splendour of the Kandyan monarchy when the King personally directed the arrangements for the show. It then served the further purpose of a royal levee, at which were present the two Adigars, (Governors of Provinces) and all other chiefs, while the

King taking his stand at the octagon of the Dalada Maligawa, - termed the *Pattiruppawa* -, presented himself to the view of his assembled subjects in the square below, eagerly awaiting a sight of his Royal Majesty. The Adigars on satisfying the King as to the disposition of the several components of the long procession each in its due order of precedence, and the procession being duly formed and marshalled in the temple square, the King with all ceremony brought the *Karanduwa*, or the relic casket containing the Tooth Relic which he placed within the *ransivige* or the howdah upon the Maligawa tusker. Under the present dispensation, it is the privilege and function of the Diyawadana Nilame, the great dignitary of the Dalada Maligawa, to direct the arrangements for the conduct of the Perahera, and this is done with great rectitude and due observance of all forms and ceremonies.

Until the time of King Kirti Sri Raja Sinha (1747-1780), the perahera was a celebration solely of the four Devalas. King Kirti Sri in 1775 ordered the incorporation of the Sacred Dalada relic, in the Perahera, with the insignia of the four gods, and ever since, the sacred relic has held the first place in the celebrations.

5. The planting and consecration of the *Esala Kapa* at each of the four devalas of Kandy, -Natha Vishnu, Kattaragama and Pattini -at the auspicious moment, inaugurates the festive season. A young jak tree is cut, and the trunk, lopped off its side branches, is divided into four logs; each of which the Kapurala (the priest) of the Natha Devala distributes to the three other devalas, Vishnu, Kattaragama and Pathini. The time of their installation is announced by a drum-tattoo, which is responded to and taken up by the drummers in the other three devalas. The jak stumps are carried in possession and set up in each of the devalas. For the next four days the Devala perahera is conducted within the temple precincts, after which for ten days in succession, the perahera goes in procession over a prescribed route along the main streets of Kandy. On such of these days, the peraheras of the Devalas proceed to the entrance to the Dalada Maligawa, where they join the Maligawa Perahera, and the combined procession proceeds on its appointed route. The first phase is the Kumbal Perahera, of five days duration, followed by the second phase, designated the Randoli Perahera for another five nights. The Randoli or the gilded palanquins of the four Devalas are brought out and form a feature of the processions every night, the Devala Peraheras duly joining the Maligawa Perahera as on other days, the combined procession leaving the temple shortly after 8 p. m. On the last night of the Randoli Perahera, the procession after going round the city, separates itself into two parts, the Maligawa part proceeding to Adhana Maluwa Uihara, where the golden casket containing the sacred Relics, is deposited. The Devala Perahera proceeds in the direction of Getambe four miles off, by the side of the river, Mahaveli Ganga, for the *Diya Kapana Mangallaya*, or "the Water Cutting" Ceremony. Reaching the river side, the procession halts and the Kapuralas (the priest) and the functionaries of the

Devalas row up to river in decorated boats. Reaching the middle of the river, the Kapurals with a golden sword describe a circle in the waters, - and each dips a golden *Kendiya* taking fresh water, the water taken at the previous year's water cutting ceremony, being poured out. Making for the bank, the procession goes back and returns to their respective temples.

6. Perahera, is so familiar a word in Ceylon that one scarcely pauses to think of the derivation of the term. Nor am I quite clear of its etymology. A possible derivation is from the two words, *pela* meaning, "in line" and *hera*, "to form into"—

*pela hera* or *pera hera*, thus giving us the meaning of, "going or proceeding in line"—, which really is the very essence of the perahera, remarkable as it is for its great length and its orderliness, not to speak of its pomp and glory. The Kandy Perahera is the most glorious of the sights in Ceylon.

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# Tellicherry—The Home of Indian Circus

BY

*Murkoth Kunhappa*

[Sri M. Kunhappa was an old student of this College and later of Presidency College. He is a critic and humorous writer in Malayalam. His Malayalam pen name is Parasuram. He is also a member of the P. E. N. Club, Indian Branch. He is a Dt. Officer in the East Indian Railway. —Ed.]

IF there is one field in which Tellicherry has contributed towards the variegated panorama of modern Indian Art and athletics, it is the circus. A recent article on Indian Circus in the Sunday Standard put it very succinctly, when it said "Almost all the artists in Indian Circus come from Malabar". One could go further and add that "Almost all of those Malabar Artists are from Tellicherry". There is literally no circus in the whole of India, which has no acrobats from Tellicherry, Cannanore or Calicut. There are over two dozen circuses owned by Tellicherrians. Some of them, like the "Rayaman", "The Great Eastern", "The Kamala", "The Krishna Jubilee" etc. are the biggest shows in India. Kamala Circus, which the whole of India saw through the box office crashing film Chandra Lekha has, 22 elephants, 18 horses, 9 lions, 5 tigers, 4 bears, monkeys, goats, leopards, golden cats, birds etc. The other circuses mentioned also have similar troupes, but unfortunately I do not have their figures handy. Speaking from memory, I can add that the black leopard is peculiar to Rayman, while Krishna Jubilee had the unique distinction of possessing trained donkeys. Have you ever tried to train donkeys? If you have, you will understand why they are specially mentioned in this "despatch". *Indra*, the king of gods had only one white horse; the Great Eastern has eleven white horses. All these big circuses are conducted with an efficiency, art and showmanship that should be a matter of pride for Malabar, if not for the whole of India.

Every Malayalee when he is outside Malabar represents his country. People judge him, and through his qualities or lack of them, estimate the worth of Malabar. The Kamala, The Oriental, The Krishna Jubilee, The Rayman, The Great Eastern, and other circuses raise Malabar and its people in the estimation of other parts of India. A place that can produce such wonderful circuses, must be a really interesting place, populated by an interesting people, is their opinion.

When those circuses travel outside India, our Malayalee circus people become, willy nilly, the unofficial ambassadors of India. The Kamala Circus, for instance, has been travelling throughout Burma, Malaya States, Sumatra, Java, Borneo, Phillipines, Japan, Indo China, Red China etc. for the last few years.

Mr. K. Damodaran, its proprietor (who is by the way the son of an ex-gymnastic teacher of the Brennen College, Mr. Karai Krishnan Teacher) has raised India's tri-colour flag over his tent, in 251 towns outside India. The thousands of spectators who saw the flag must have enquired about the people in the country which that tri-colour stood for, the wonderful people who produced such marvellous athletes. The President of Phillipines Republic said it was the best circus which he had seen during his life, and added "It is certainly an effective propaganda for the Indian Art". The Indian Representative of Malaya stated—"Your advent has certainly enhanced the prestige of Indians in Malaya". Major Young Councillor in Hong Kong was refreshingly frank when he exclaimed "Excuse me, I never thought that Indians could do like this. I recommend this show to every one in Hong Kong". Several others also, spoke in the same vein. Space does not permit me to quote them all. Those who are interested may get them in the interesting souvenir of the Kamala Circus published in Rangoon. To come to the point which I was making, these excerpts from important personalities abroad show that when a Malayalee Circus goes abroad, its qualities reflect credit on the mother country as much as on the circus party itself. And it is not in dollars and sterling alone that we would like our country's credit to rise.

Apart from the credit brought about by a circus party as a whole, individual artistes of outstanding merit also, raise our prestige in the eyes of others. Mr. Keshavan of Rayman Circus was one such. A bar player of distinction, a beautiful trapeze artiste, a clown, a manager, a trainer of wild animals, and a marvellous tumbler, he could do the unique feat of turning a double somersault from the ground. When the Rayman Circus was performing in Howrah, thirty athlete dancers from Russia, who were performing in the Empire Theatre in Calcutta, went to Howrah in a body, specially to see Keshavan do the double somersault. Acrobats of no mean repute themselves, they had never seen the like of it in their lives. All honour to Malabar which produced such a man. The Russian Isako Circus was playing in Calcutta, and one particular feat, never before performed in India, was of so outstanding a quality that it attracted a good proportion of the crowd. The Great Eastern Circus, owned by a Malayalee, Mr. Shankaran of Tellicherry, was playing nearby. He told his group of young men what a good feat it was, and how no Indian had so far dared to perform it. The implied challenge, casually thrown in to the middle of a conversation, was quickly taken up, for people of Tellicherry innumerable though their faults may be, are never slow in the uptake. One stripling of a lad, nineteen years old, learned the feat in seven day's time and performed it before an astonished audience. Many instances there are that eloquently proclaim the high qualities of exquisite perfection of Malayalee Circus artistes, the greatest among them being Kannan Bombayo. Hitler was very much impressed by his rope dancing, and in giving him a medal, dubbed him the "Jumping Devil of India". In America President Roosevelt had Kannan Bombayo give a command performance. I have heard from Indians who were in America at that time that in a circus in New York where there were

simultaneous performances in five rings, Kannan Bombayo was given the pride of place - viz: the centre ring - and not content with that, when Bombayo was performing his rope dance, the other four rings were left vacant. What a unique honour! Poor Kannan, he died on board a ship when he was returning to India. It was a loss to the circus world, and an irreparable loss to Kerala. Irreparable did I say? No. I am mistaken. There is Govindan an intrepid rope dancer of nineteen summers whose fame has spread already in Europe, and whose services have been requisitioned by one of the greatest circus companies in the world - Bertram Mills of Britain. He performs on a rope fifteen feet high, and does not want a net below to catch him in case he slips. Instead of a net, he prefers the ground below to be strewn with half-a-dozen lions. No wonder, Bertram Mills are keen to have him, and the proprietor of Kamala Circus, is hesitating to loose him.

While women all over India, have been struggling for law to recognise their right to property, Malayalee women have had it all along. The Chevakar women were taught, so the folk songs say, to read at three and fence at five. One of the most famous warriors celebrated in folk songs was a woman warrior—Unniarcha. Well she has a protagonist in the circus world also. Beginning with the wire dancing, Malayalee women have gone through the roof in the circus world, and are now performing even as “catchers” in flying trepeze. If you see a girl hanging head down, and catching heavy acrobats flying in the air at break neck speed, and are told that she is an Indian you would be surprised. But when they add that she is a Malayalee girl you exclaim: Well no wonder. She has the tradition of Unniarcha. This circus artist is Shrimaty Kalyani; while the Indian lady who performs with lions and tigers in the open ring, as others do horses and monkeys, is also another Shrimaty Kalyani and of course a Malayalee. Then there is Shrimaty Nani who performs on a thirty-five feet bicycle. The Malayala Tribune says “Nani flirts with death twice a night, and quite pleasantly too”. The women of Malabar have won the equality with men in the circus world not by squealing for it, but by their courage, perseverance, and ability. All honour to them.

How did Malabar, and more especially Tellicherry, became the home of Indian circus? The answer is easily given. It was due to Sree Kelari Kunhi Kannan Teacher. He was literally an institution in himself, and deserves a separate sketch of his own. When he was alive we used to see his tall, broad shouldered figure in the box seats of circus performances. The acrobats would come into the ring, go to him and do their “Namaskar” before starting their performances. Every Malayalee interested in physical culture shall do so mentally to his revered memory.

*(From a book on circus to be published shortly)*



# My Reminiscences of G. B. C.

BY

*Lakshmy Subramanian*

TEN years! Can it really be that ten years have passed since I left the portals of G. B. C. for ever! Like Rip Van Winkle I seem to have spent a night on the bewitched mountains and returned to discover that a decade had passed meanwhile, with its innumerable changes. But it is events and emotions that give length and breadth to life and not the mere passing of minutes and hours.

Some of my happiest memories have been associated with that period of my life which I spent beneath the unimposing roof of the Brennen College. For it is while you are in the late teens that life appears rainbow-hued with immense, unlimited possibilities stretching out before the mind's horizon. For the first time you cease to be regarded as mere boys and girls and are treated as individuals. Others respect you and begin to value your opinions. Hence you strive to live up to their idea of you and really begin to think and hold views of your own. The aggressive boldness of the adolescent gives place to an unostentatious self-confidence. It is a change from the raw chrysalis to the butterfly trying out its new-found wings in the open sun-shine. Thus it was with me and with many among my friends. Life at the Brennen College was a period of eager enthusiasms, which were alas, all too short-lived, for youth is never persevering.

To be educated in a mixed College was in itself a novel experience but we found in it none of the dangers predicted by our orthodox grandmothers. Students were better behaved than in the Colleges I have known subsequently. The lecturers and students maintained between them a note of confidence untinged by self-consciousness on either side. The prevailing tone of good-fellowship made it possible even for the lady students to feel at ease and to take part in some of the activities of the College, even to the extent of acting in dramas.

Well do I remember the lecturers of my time and of course our Principal who might justly be termed the most non-interfering man on the face of the earth. We, especially the science students had very little to do with him and our acquaintance with him began and ended with the sound of the horn of his car. Had he been less non-interfering and more energetic, perhaps he might have found better favour in the eyes of his superiors, thought not amongst us and his colleagues. One of our older lecturers I remember, had his head somewhere in the inter-stellar spaces—anyway that is how it struck me then, because he was more interested in philosophy, religion, God and the soul than in the material things of the world. He was at heart a simple and lovable man. As regards home-work and such-like

exercises, I have seen the least clever among the students outwit him. His simplicity was astonishing and that anybody could stoop to outwit such a man was still more amazing.

Then there was the lecturer who could never keep his limbs still and would sometimes produce such contortions that we held our breaths trying to see how he could possibly unravel himself. He had a whimsical sense of humour and we eagerly perused our exercises in the hope of lighting upon some of his witty remarks. He was also extremely shrewd and could see through our tricks and subterfuges at a glance. Once to cover up the fact that I had not studied the subject and hence was not sure of the facts, I padded up the whole in the best language I could command and then came duly the remark, "Delightfully vague."

And of course we had our eccentric lecturer who would talk to himself or smile at nothing. The story goes that every morning he ran to College and when asked the reason replied that it gave him exercise as well as brought him sooner to the College. He was a man deeply interested in elucidating the mystery of life and possibly the time at his disposal was too short to pursue his studies to that end.

There were also others who invariably droned their way through the periods and then most of the men students promptly went off to sleep and even the lady students were hard put to keep their eyes open, but dared not quite drop off for fear of presenting an unprepossessing sight to the gentlemen opposite. Some of us brought novels but with the least arresting covers for fear we might be discovered and exposed to the pitiless glare of the lecturer.

My memories of the Brennen College library are tinged with a faint nostalgia for in those days my enthusiasm for reading being unbounded, I found my way thither as often as possible. I have to thank the then librarian, a pleasant kindly old gentleman (burdened with the appellation "The deserted Village" because of a bleak and shiny region in the centre of his head surrounded by a ridge of sparse hair) for his broad-mindedness in allowing me more books than I was entitled to. Had he conformed strictly to rules and regulations, I might have fared the worse for it and he none the better. For after all the thirst for knowledge seldom persists and the fiery enthusiasm for reading and like pursuits - especially with women - flags with maturer years and curtailed leisure. In a college where I subsequently studied we had a fine imposing, separate, library building with stately halls and thousands of books, but I do not remember to have read many of them or spent as much time in it as I did in our shed-like structure at the Brennen College.

I am sure all old students will be interested to note that at present the lady students are taking a keen interest in the sports activities of the College. We unfortunately had no physical Instructress to guide us. It was in our time that the

College quadrangle came to be first set apart on certain days, for our sole use because we felt ourselves long neglected and claimed our rights. Our batch was also the first to take part in the annual College sports. It is gratifying to note that we pioneers set an excellent example and that since then there has been a steady improvement in this direction.

It is indeed a matter of regret that the College grounds are so inadequate. As all are aware it is only recently that the G. B. C. has been converted into a First Grade College and the Municipal buildings annexed, but even now there is absolutely no space for planned out playgrounds. It is to be hoped that with the shifting of the College these defects will be rectified and that we shall have the new buildings housed in spacious grounds.



# The Privilege of the Few

BY

*Wing Commander M. Ramunny, Indian Air Force*

[Mr. Ramunny, son of the late Murkoth Kumaran, was a student of this institution from 1931 to 1933. He was the recipient of the Kallat prize for being the best student and sportsman of his day. He was also the Secretary of the Literary Association and Science Association. Later at the Presidency College also he became first the Secretary and then the President of the College Union. During World War II he entered the R. I. A. F. and served in Burma. —Ed.]

EVERY human being serves the country and the world in his own way. It is the privilege of the school master to teach the young and spread knowledge, and of the doctor to heal the sick, but the members of the defence forces of a country have a unique privilege. Their uniform, their pay, their standard of living can be varied by the governments in power, but their one privilege remains unchanged throughout the ages, in any part of the world. The soldier, sailor, and airman have the unique privilege of dying for the country and the cause.

All other human beings train themselves, prepare and work for causes constructive or destructive for himself or others but it is only the soldier, sailor or airman that is chosen, trained and equipped, so that he may one day die for his country.

There have been martyrs who were killed by assassins on the spot, others who lived and worked for a cause against the wishes of the majority and perished. They have all been known as soldiers in the cause for which they died.

What more honour can be bestowed on a youngster than to be chosen out of the millions, to be guardians of the homes and hearths, sisters and mothers, children and old men of the country to be chosen to sacrifice himself so that others may live.

Our country's chosen few for the three services of the future are being trained at the NATIONAL DEFENCE ACADEMY, Joint Services Wing. They are all young boys, between the ages of 15 to 17 who have passed the matriculation examination and who have decided to join the Army, Navy or the Air Force. The cadets for the three Services are trained together for two years, they wear the same uniform, and learn the same subjects. On passing out of the Joint Services Wing, they proceed to the three different training establishments of the three services for specialised training.

This is the first time in the history of the armed forces of the world that the future officers of the three services are trained together. In America, the Army and Air Force cadets are trained together, but it is the first time that all three are admitted to the same Academy.

Modern warfare is complex and based on a combined operations. No longer can the army march independently to victory. No longer can the navy sail the great seas, fighting only the navy of the enemy country. All strategy and tactics have to be based on combined planning and close cooperation between the three services. At the same time, each service has its extremely specialised training and it is impossible for one service to dictate plans to or dominate any other service. A knowledge of the conditions and nature of the job of the man in another service is also absolutely necessary to appreciate his difficulties and achievements.

It has been felt that the easiest way to bring about inter-service cooperation would be to train the future officers together for the first two years of their training period. Here each comes to know the other who will one day be his counterpart in another service. Here they will learn enough about the sister services.

Loyalty is the keystone of all fighting services. The cadets at the academy learn to be loyal to their squadrons to the Wings to the Academy and to their respective services. It is only the cadet who is loyal to the squadron that can be loyal to the Academy. It is the loyalty to the Academy that changes to the loyalty to the service and ultimately to the armed forces and the country.

The training of these young boys has been planned with a view to their own development and to the needs of the services concerned.

Every youngster is being helped to grow up as a man. All sons born of their mothers never grow up to be men in the true sense of the word. We want them to grow up as men who will walk about with their chests out, proud of their physique and their stamina, capable of taking defeat and triumph in their stride "and treat both these imposters just the same". A man who can throw off all he has in this world at one pitch and toss and start and begin all over again, whose heart will be strong to withstand the enemy without and within, but will also melt at the suffering of the weak and the lowly, whose shoulders are brave to undertake any task but who also knows that "light is the burden of labour if back bends with that of his neighbour".

As a man the youth is being trained to be a gentleman - one who would remember that the days of chivalry are not over - whose association will not jar the minds of the gentle - who will always think of the neighbour first. A cultured man who knows something of everything and everything of something. As a professional soldier, sailor or airman, the boy will later learn everything of his job.

But in the first two years he learns something of everything. He does physical training to develop his physique. He has parades to learn discipline and a sense of orderliness. English, Hindi and a foreign language are taught not only as a media of expression and learning but to unravel the beauties of the literature of the world. He reads Shakespeare and learns that there could be men like Iago, Shylock or Cassius. Physics, chemistry and mathematics are important for him to prepare for his specialised course. History and Geography give him the idea of the world he lives in. He learns Botany and Zoology, he works with his hand at the carpentry shop, smithy foundry and machine shop. He learns to appreciate the raw use of human hand. He is trained in the manipulation of simple and later intricate machinery. He learns to draw the plans of things he has to make himself. Experienced professors teach him the art of government, civics and international relationship.

Whilst he is listening to instruction in all the innumerable subjects, the learning of which go to make a full man, slowly but steadily he gets into the life of the armed forces. The uniform he wears, the barracks he lives in, the parades and physical training, the firing range, the route marches, the horse riding, swimming, the camps, all remind him of the role for which he is preparing himself.

Every gentleman has to grow up as a citizen of the country and the world. A high sense of civic consciousness has to be developed. The youth's duties to the common man are stressed in the academy. He is brought up to consider him as a common man, a part of the free democratic country - whose action will bring disgrace or glory to the country.

As a citizen of the country, the young cadet is prepared to specialise as a soldier, sailor or airman. The profession he has chosen requires certain special physical and character qualities. Endurance and stamina have to be developed. A very strict sense of discipline has to be instilled and ingrained from the start. Special aspects of military history and geography have to be stressed, and more attention has to be paid to certain science subjects and mathematics, that will help him to grasp his own particular service subjects which he will specialise in later on.

The cadets are not going to be ordinary soldiers, sailors or airmen. But they have to fit in as officers of the three services. Therefore the qualities of leadership, analytical thinking, initiative and drive have to be developed. These boys will have to lead men into battle that means life or death. Hence, a keen sense of human psychology is needed.

The attitude of the cadet to a given problem or task and his reaction to other human beings have to be watched, analysed and if need be, directed in/along the right lines. An officer will have to face and solve problems quickly. For that analytical thinking is necessary. Once the problem is analysed and the procedure

to tackle it decided, human beings under him come in to execute the task. The officer now becomes the leader of human beings and should be able to exert his influence on the group. Others should be induced to give willing co-operation to the leader. This is not done by the bully. Rank badges will not do it. The leader must possess that quality which induces those under him to have complete confidence in him. The leader must know his job better than those under him. The leader should be a better man than those he commands, in every respect. His integrity, impartiality and his own example of hard work only win the confidence of the men. He should show his initiative not only to start the job but also in times of crises and when things are going wrong. He should have terrific drive himself, unflinching energy mental and physical, coolness in time of danger and above all a keen sense of humour. Men should have complete faith that their leader will stand by them and the group at all times, that their very life is safe and secure in his hands and that their leader would rather die than see their honour, comfort or welfare impaired.

The cricketer takes a keen interest in his bat and other equipment, the doctor looks after his implements, the carpenter loves his tools. The armed forces officer has to love and understand the men he commands. Privileges and responsibilities go together. The chosen men who have been given the greatest privilege the country can give, have their responsibilities. Their greatest responsibilities are that of the welfare of the men under them and secondly their professional knowledge. The country that has bestowed on these young boys the greatest privilege, has also responsibilities towards them. They do not ask for material comforts, they do not ask for their families to be looked after. When they die for the cause and the country they want to be remembered as true sons of the soil and that is the privilege of the few that are being trained at the NATIONAL DEFENCE ACADEMY.



# My Advice to Students

BY

*O. V. Abdulla, M. A.*

THE best period of a man's life is the period he spent as a student. Free from the major responsibilities of life, almost oblivious to the cares and anxieties and struggle and toil of existence, a student lives in a world of his own—a world of books, play fields and intimate companionship.

The Principal's letter of request for an article most miraculously transported me into this fascinating world. The joys of intimate companionship, the kindness and encouragement of teachers, the play fields the Jawahar Ghat, the Municipal Library — all these and a hundred other things flashed through my mind's eye in quick succession, as films do on the screen. I longed for those charming carefree days and developed nausea for the present.

But as I was lucky enough not to have wasted my student life in futile friendships or pursuits, I had no regrets about my life then. For, thanks to the understanding and guidance of parents and the company of some good and kindly friends and teachers, I developed a love for books and found in their company great joy and interest.

This love for books and reading stood me in good stead in later life. In the light of the little experience that has been my lot, I realized more and more the importance and value of cool, systematic and patient preparation for life. My object in writing this article is only to bring home to the students this simple but all-important idea. The need for such an advice at the present moment needs no emphasis. For, unfortunately, the student world today appears to be in the grip of wrong ideas and values. Preparation for life by diligent and honest study has been relegated to the background. On the other hand, dabbling in politics and other fields, requiring a background of study and experience, has become more or less the fashion. The spirit has become so prevalent that there is the very real danger of the next generation becoming one of half-baked, shallow men and women.

But if the students have been rather hasty in dabbling in politics, I do not despair of their future. Given correct and sound guidance, they are bound to appreciate the need for devoting their valuable time to preparation for life. This is not a difficult task either. For, the students are already familiar with the biographies of great men in all walks of life. Given proper guidance, they are, therefore, sure to be quick in imbibing the correct lesson from the lives of great men.

Perhaps the greatest lesson that one learns from the life of any great man is the importance of hard work. There is no open-sesame to success. The dazzling successes of the great are not the result of any miracle, but of patient perservance. Says the poet ;

“The heights that great men reached and kept  
Were not attained by sudden flight;  
But they while their companions slept,  
Were toiling upward in the night”

The great achievements of the world, the achievements in biology, chemistry, physics, technology, literature, painting and even sports are but eloquent tributes to the selfless pursuits of pioneers. Against heavy odds, through discouraging circumstances and in spite of repeated unsuccessful attempts, they patiently pursued their objective until their efforts were crowned with success.

Numerous examples could be cited by way of illustration. I take the case of George Bernard Shaw, who passed away recently, at the age of 94, after achieving for himself a unique position in the literary world. Everyone familiar with his life knows that he was an obscure and poverty-stricken youth until the age of 35. But the period of obscurity was actually the period of the most active and intense study. Like Karl Marx, he spent most of his time in the British Museum preparing himself for life. All the brilliance of his logic and the thoroughness of his facts and figures are due to the diligence and patience with which he equipped his intellectual armour. Fully equipped, he started writing novels. But he found that recognition of the value of his writings was not an easy task. The publishers refused to publish his first novel. Undaunted, he wrote his second novel; that too met with the same fate. Five consecutive novels were thus returned unaccepted by the publishers. But Bernard Shaw who had confidence in his talents, worked his way up in spite of such discouragement until he achieved a position which is the envy of a Shakespear.

What man has done, man can do. The students have among them many budding Shaws, Einsteins and other great men. Through sheer hard work nothing is impossible of attainment. Before determined pursuit, the biggest obstacles vanish into the thin air. In fact, obstacles and hard circumstances, if rightly understood, only help to bring out, and put to test, the latent qualities of the individual. We grow richer by facing difficulties. Let the student therefore imbibe the lesson of the long and arduous road to success.

A word of caution is necessary here. Patient pursuit of one's aim in life does not mean that one should do this at the risk or to the neglect of one's own

## MY ADVICE TO STUDENTS

health. For, good health is almost the sine qua non of hard and continuous work. Here again the students have much to learn from the lives of the great. It can almost be said that they were successful because they were equally careful about their health. For, they knew that neglect of duty to their physique would tell upon their mental efficiency.

My advice to the students, therefore, is: "concentrate all your energy in the sphere of your special aptitudes. Never be weary of seeking for more and more of knowledge in your special sphere. Seek such companions, read such books and undertake journeys, to such places as will help you gather more and more of knowledge. But, never neglect your duty to your precious health. Devote sometime for sports or any other kind of exercise that you may prefer. Strike a balance between work and play. If you do this, God will surely bless your efforts with success".



# My Intermediate Days

BY

*K. N. Ahmed, B. A. (Old Boy)*

“When to the sessions of sweet silent thought,  
I summon the remembrances of things past”.

WHILE battling with the irksome actualities of public life, one, who has a university career behind, naturally feels like elbowing his way back to the romance of College life. At a time when an alumnus celebrates an important occasion, let alone its Diamond Jubilee, the yearning on the part of its past alumni to associate themselves with its present activities becomes all the more intense. An old student of Government Brennen College which has on its record glorious service in the field of education extending for well over 60 years, I consider it worth my while on this historic occasion to put in black and white some of the experiences I have had during the Intermediate days of my chequered College life.

Of all walks of life that humanity has ever embarked on, the walk of a student is the sweetest. Further it is agreed on all hands that the life of a College student is happier far than that of his counter part in the High School. And, therefore, it was in a holiday mood that I entered the portals of G. B. C. in 1944. Long before I crossed the Rubicon of S. S. L. C. Examination, the glamorous picture of a Jubilant Collegian had taken complete possession of my mind. My enthusiasm had, therefore, risen to high gear, emotion had run its gamut, when I found that I had been listed for admission to the College. Obsessed with the conception of a university student, I gave up the beaten track and sought pastures new. Brushing aside the question of prestige as totally unwarranted, I instantly made up my mind in favour of Histories and Logic as against Mathematics which was my optional subject in the High School.

And on a fine morning we, birds of the same feather, flocked together to listen to the shrill yet pleasing voice of Mr. Chathu Achan in whose person we could discover in no time a jewel of a lecturer. A profound scholar with a tenacious memory, he had been endowed with a marvellous gift of the gab which stood him in good stead both in the class and on the public platform. But for his inspiring treatment of the subject History would have been relegated as dull, monotonous and dry. Serious by nature as he was, the humour in him was never dormant. An incident which proclaims the man is still fresh in my memory. It was a sultry afternoon. We were in slumbers, so to say, after heavy meals. And he was just giving finishing touches to his previous lecture on Muslim Invasions. “Invasion

from all sides!" a sudden, louder voice was heard. A general was, perhaps, sounding a note of warning. Fidgeting a while, we sat erect only to see that an army of late comers was rushing in from all sides!

My happy-go-lucky sort of life was disturbed for a while, when I was served with a bit notice and a counter notice at the same time, thus dragging me down into the whirlpool of College elections. Names of unfamiliar students were dinned down my ears and, as if the very existence of the College was to be at stake otherwise, I was asked to learn them by heart! For days on end, keyed-up campaigning within and without the college went on in full swing and, ridiculously enough, we, new-comers, were made to believe that Democracy was on trial. Looking back after six years of subjective and objective study in Democracy, I think today that no better illustration of splendid promises and poor performance can be had from the pages of history.

Dr. Karamchand, popularly known as "Good-morning Karamchand" was our principal then. The profundity of his knowledge, the fluency of his language and the winsomeness of his personality kept his audience spell bound whatever the subjects he switched on. A punjabi by birth and a voracious reader by habit, he was, besides being an eloquent speaker in English, a first rate scholar in Urdu as well. I may mention here, in passing, an instance which unmistakably bears out his deep devotion to the study of Urdu. He was to address a mammoth gathering in connection with the prophet's birthday. Since his deep knowledge of and lively interest in Islamic culture and History was the talk of the day, an interpreter had been got ready to render his English speech into Malayalam. But alas! he was speaking in high-flown Urdu. Swayed by the torrential outpours of his eloquent tongue, his audience listened to him in pin-drop silence. After a while the then Chairman of the Municipal Council requested the speaker to deliver his oration in English as the audience could not follow him in Urdu. As for Dr. Karamchand, the request was a bolt from the blue. A request of the kind, from the muslim masses especially, was the least expected. And so, raising his voice a bit he asked in English, "Are you not ashamed to confess ignorance of Urdu, the language of Indians in general and Muslims in particular?" The ripples it created in the thinking brains would have continued their radiating activity beyond his pale of imagination. He then in a few telling words dwelt on the treasures of Urdu and counselled the public to pick up that dynamic language without further delay. I am not exaggerating when I say that I had never listened to more brilliant a speech in all my life. Only a few in India could have spoken so fluently in a foreign tongue, that too, in so lucid a style. Quiet by temperament and humble in behaviour, he was loved and respected by his colleagues and taught alike. It was his pleasure, perhaps, to embarrass his students by taking initiative in greeting them every where on earth. To quote his own words he won his title "Good-morning Karamchand" while at Madras. And he was proud of it. Sincere as he was always,

he too had his bad day. His memo, stipulating that all students of the G. B. C. shall greet officials and non-officials alike whenever and wherever they met them, was mistaken by the public as a serious encroachment on the rights of the students. Merciless criticisms and serious charges were levelled against him. And in view of the public opinion which asserted itself dead against him he withdrew his memo later on. Those stormy days excepted, the ship of his stewardship enjoyed smooth-sailing throughout. Of the many reforms he introduced in the College, the most outstanding was marked for its chivalrous approach to the problems of ladies. The present ladies of the College, perhaps, do not know how much they owe to Dr. Karamchand for their unique privilege on the College quadrangle. Again it was thanks to the efforts of that dynamic personality that a centre was opened at Tellicherry for the benefit of the Intermediate students appearing in September.

I cannot help paying tribute to two other members of the staff who had by their own peculiar way endeared themselves to the students. Messrs Rama Ramanan Unni and Shankaranarayanan, Assistant Lecturers in English and Logic respectively, had played vital roles during my junior days. Theirs were all glory during their short span of life in the College. Both of them were the masters of the subjects they dealt with. Generous in deportment and immaculate in his sartorial elegance, Mr. Unni was a welcome guest even to the touch-me-nots amongst us. His flowery style with his own pleasing intonations was quite in keeping with the dignity of the language he taught. Heard in his silvery voice, his lectures were of absorbing interest to all. If spontaneous expression of powerful feelings constitutes poetry, his lectures were poetry indeed. Punctuated with generous quotations and interspersed with flashing touches of humour, his talks were at once informative and enchanting. An adorer of beauty like Keats, he glorified it by raising it to the standard of comparison. Thus if a lady were to address a meeting and he to preside over it, he could be expected to declare at the end, as he did once, that her speech was as beautiful as herself. As for Mr. Sankaranarayanan, he was a veteran in the art of teaching Logic. The good of the students always at heart, he was kindly cruel to those who shirked their duty. Intelligent students would have taken immense delight to watch the clever way in which he smuggled knowledge into the barren brains of the intellectual dead beats amongst us. Taking stock of the preparedness of the students was his first avowed duty whenever he got into the Lecture Hall. And we used to do it in a manner worthy of the astute logician in him. An instance which does him but partial justice may be mentioned here. Once a Brahmin lady student was asked to repeat the following arguments. "Food is necessary for life; meat is food. And, therefore, meat is necessary for life". Obedient to this order, she blurted out the conclusion. She had hardly done it, when he, amongst a peal of laughter, asked her whether she used to eat meat. She was mum, while her brain was wrestling with the toughest problem, perhaps, ever known to her. Two minutes later, she had the pluck to announce that the argument was fallacious. And, as though

nothing had happened, Mr. Shankaranarayanan commenced his sweeping lecture on the 'Fallacies of Arguments'.

At the end of the first year, there was a lock, stock and barrel change on the staff, as almost all the members including the Principal were transferred one after another. And on reopening, we found that a new team of lecturers captained by P. R. Krishnaswami had taken the field. Students who were in the bad books of the old staff would have felt jolly happy over the change, while those who had their names established in the college would have had their labours lost. Nevertheless all had the consolation that the change was not bad, if not better.

Mr. Krishnaswami, our new Principal, was humble, kind and considerate. With his affable manners and friendly approach, he won our love and respect in no time. A brilliant speaker with strict adherence to grammar, he could early win the admiration of an appreciative audience. That apart, he was a good writer and a celebrated author. Vast erudition and literary glamour highlighted his writings. Had he not avoided the lime-light, he would have been acclaimed as one of the best Shakespeare scholars of India. Our standard being comparatively low, his enlightening lectures, I am sorry to state, often fell flat. Were one to answer his question, he was a "good fellow" and were he not he was a "bad fellow". An easier method of winning honours in his presence would have been well-nigh impossible for a student. His use of the words 'good' or 'bad' was too momentary to result in any revulsion of feeling whatever. That the G. B. C. was upgraded during his reign of office was no small an achievement to his credit.

My hands being bound in respect of space, I beg to be excused for making no mention of other personages on the staff. In a word they were all good in their own way.

Of the extra curricular but intramural activities of the College, the parliamentary debates occupied the foremost place. As against a student president, we have had an elected speaker. Most of the subjects discussed being controversial in character, heat and emotion influenced the voting. At a time when the then proposed partition of India was a pet abomination to the students, any discussion on it was sure to entail bitter feelings and verbal fights. And that was what happened in our parliament following a resolution on 'Pakistan'. Provocative language was freely used on both sides, climaxing in the emotional outbursts. When a student made a sarcastic reference to the much talked about 1942 struggle of the Congress, it proved the last straw that broke the camel's back. The speaker, who could not maintain order, dissolved the Parliament. But the matter did not end there. Shouts of slogans, both pro and con, rent the air. At its worst even, our Parliament was a little better than the notorious French National Assembly where the members indulge in physical fights as well. It is gratifying to recollect that our Parliament at its best was as good as any other Assembly on earth. Ladies

too had thrown in their full weight to make parliamentary debating a success. The Portia of the 'Casket Scene' directed by P. R. Krishnaswami, once surprised the members by her rare gift of swaying the House. So excellent was her speech that members forgot to remind and the speaker failed to announce the expiry of her allotted time. I wish the present ladies will do well to emulate her example.

Though the number of ladies was comparatively small, no small was their share in the activities of the College. They won their laurels in all cooperation with their men friends. Their relationship with their men college mates was close and cordial. The envious positions held by the ladies bore eloquent testimony to the healthy atmosphere then prevailed. And as such they would have never in their life in the college suffered from inferiority complex of any kind. In both industry and intelligence they equalled, sometimes excelled, their men comrades.

At a send-off party our juniors paid us a chorus of tribute. "You have done this; you have done that" they said. We were eulogized for our brilliant college career. They said everyting to please us, little knowing that we were becoming sadder and sadder at heart. Thus we left our College, friends and all. To be a student is to enjoy but a part of life. All other walks of life have their own fascinations. But the student life has something which is foreign to others. To conclude, it is the one and the only aspect of life which does not obey the 'law of diminishing returns'.





**THE DIAMOND JUBILEE**

THE DIAMOND JEWELRY



The Hon'ble Justice A. S. P. Iyer, who inaugurated the Jubilee Celebrations, with the Principal & Staff, Members of the College Advisory Committee, Prominent Old Boys, and Office bearers of the College Union



*Sitting : Left to Right :* Kumaris A. C. Indrakshy, K. Devaki, V. P. Kunhilakshmi Messrs. K. R. Ramakrishnan, M. Muhammad Ghani (Principal), K. A. Joseph, P. S. J. Manickavasagam, Kumaris M. Sreedevi, C. P. Rema

*Standing : 1st Row :* Messrs. P. V. Nedungadi, E. K. Varadan, G. Narayanan, N. V. Beeran, R. Swaminathan, T. C. Mukundan, K. S. Sivaraman, (Left to Right) E. Sankarankutty Nair, C. Karunakaran Nair,

*Standing : 2nd Row :* Messrs. S. N. Ramachandran, Vidwan P. C. Ettan Unni Raja, Vidwan P. Krishnan, Vidwan K. Ramunni Nair, M. Sreedhara Menon, P. M. Abdu Rahiman, A. Karunakaran Nambiar, K. Kunhipacky, N. P. Vijayaraghavan (Left to Right)

*Standing : 3rd Row :* Messrs. E. R. Krishna Sarma, Janab S. Abdul Wahab, M. Kunhi Krishnan Nair, M. Kunhi Raman, T. S. Balan.

# Diamond Jubilee

INAUGURATION — 2nd FEBRUARY '51.

## REPORT READ BY THE PRINCIPAL

*Hon. A. S. Panchapakesa Iyer, Ladies, and Gentlemen,*

It is my high privilege this evening to welcome you most heartily into our midst on this historic occasion.

When I came to this College on transfer some seven months ago not even by most flattering dreams gave me the faintest intimation that this privilege was in store for me. However, one of the first things that I stumbled upon was the fact that this was the Diamond Jubilee year of the College. This discovery I imparted most incontinently to the Staff, the students and the Old Boys. Together they decided at once that an event of such significance should not be allowed to slip by unnoticed. Their enthusiasm was so infectious that no evasion was possible although personally I should have liked a longer period for preparations.

One of our first problems, I may say the chief, was to secure a person, of eminence commensurate with the height of the great occasion, to inaugurate the celebrations. We tried a few possibles one after the other and drew blank in each case with disconcerting uniformity. We confess, we were in a desperate state of gloom when we saw a faint ray of hope in the reported tour of the Central Minister for Industries. With the good offices of my friend Mr. P. Kunhiraman, Member of Parliament, we prevailed upon the Hon. Harekrishna Mahatab to agree to perform the inauguration. We congratulated ourselves on our wonderful good luck. But today I have to tell you that our self congratulations were a little too premature. The Minister has after all, had to cancel his tour for urgent state reason. His telegram will speak for itself.

I apologise to you Sir, and to all our guests, for this heavy disappointment. I am not inclined to be too downhearted by this miscarriage. On the contrary I definitely congratulate myself that I have been able to stow off a worse disappointment by securing the presence on this occasion of the Hon. Panchapakesa Iyer.

The name of the distinguished speaker of this evening was in our thoughts right from the beginning in connection with our celebrations. He is one whom it would be an impertinence in any one to introduce to an audience in India, and especially to one in Malabar with which he has affiliations by nativity. He is not

only an eminent Jurist but has the more enviable reputation of a man of letters and a scholar learned in the lore of Indian Culture. As a brilliant product of the University of Madras and later of Oxford, as one who has a wide experience of men and affairs, and as one who has reflected deeply upon the lifes' varied scene he is eminently qualified to speak to us, particularly to our students, on this memorable day. A fitter person for the occasion it is hardly possible to think of. Yet we hesitated long before putting him the straight question, almost like a diffident lover toying with his proposal on the tip of his tongue. Eventually we ventured a request. Imagine our wonder no less than our delight when he immediately accepted our invitation undeterred by the prospect of a full bench session on coming Monday. This Sir, was the very soul of graciousness; and the elite of Tellicherry I assure you were delighted at your acceptance of this engagement. It is my intention, if you will permit Sir, to request you to inaugurate this function in addition to delivering the Jubilee address. I know Sir, that you can speak not for two but for half-a-dozen, and that you can add to our pleasure without adding to your burden. In the meantime by warmest welcome and deepest gratitude to you Sir on this auspicious occasion.

The completion of sixty years of life, whether by an individual or by an institution is a well-recognised landmark and an occasion for rejoicing. It is, besides, a convenient pause and a vantage point from which to look before and after. I shall, with your leave, first look after, and trace briefly the growth of this institution.

Like most good and great things in the world this college was born of the far sighted philanthropy of a single individual. That individual, surprisingly enough, was not a son of the soil but a foreigner. Thus Edward Brennen, our Founder, joins the ranks of those noble Englishmen who made our country their chosen home and dying left behind them an ever lengthening chain of benefactions to the people.

It is unfortunate that the details of Edward Brennen's life and doings are irritrievably lost. All that we can scrape and piece together give us the meagre account that he was the master attendant of the Tellicherry Port and that he died in 1859 leaving in his will several sums for charitable purposes. That which concerns us is a sum of Rs. 8900 for the purpose of founding and endowing a free school. The object of the school, in the noble words of the inscription on the Memorial Tablet, was "To give to boys of all castes, creeds and colour a sound English Education". The Brennen School thus founded was opened on the 1st September 1862.

From the beginning the school was amalgamated with the Basel German Mission High School and was known as the B. G. M. Brennen English School; only four years after its founding, the school was raised to the rank of a high school

and in 1871 the school presented candidates for the Matriculation Examination for the first time. The following year the Basel German Mission retired from the management of the school. The school therefore was reopened in June 1872 as a Government Zilla School. About 10 years later the management changed hands again. In 1883 the middle school classes were made over to the management of the Tellicherry Municipal Council and the next year the High School Department followed suit. Thus from 1884 and for quite a long term of years the school was run by the Municipality. There is reason to believe that they did this job with competence and keenness; for the credit of raising the school to a collegiate institution belongs entirely to them. It was the Municipal Council that got the School affiliated to the University of Madras and opened the F. A. Classes in 1890. It is the 60th anniversary of this important event that we are celebrating today. The honour of being the first Principal went to P. P. De Rozario who had already become the Headmaster of the school in 1896. And all accounts agree that by his attainments, by his personality and by his sense of discipline he deserved that high honour fully. When De Rozario left, the college must have been firmly established as an instrument of higher education. The college was well served by his successors A. S. Vaidyanatha Iyer, I. Srinivasa Ayyer, A. H. Devey and K. Krishnan Nair. The end of Krishnan Nair's long regime in April 1919 was the signal for another big change. On the first of June 1919 the Government once again took over the college and the attached school and it has remained a Govt. Institution ever since.

The first Principal under Government management was S. V. Venkateswara Iyer and he was ably assisted by a band of teachers from among whom some of you here might recall A. S. Vaidyanatha Iyer, N. Venkatasubha Iyer, Mr. Manjunath Mulki, N. Sreenivasa Achari, G. Ramachandra Iyer, M. Korappan and M. Neelakanta Moosad.

The College provided courses of study only in two groups of subjects groups i and iii of F. A. It continued like this surprisingly long and until very recent times. The reason was that academic expansion was inevitably tied up with the question of expansion in accommodation. Those of you who know anything of the working of this college know very well how acute the problem of space has become in recent years. But the surprising thing that I notice from the records of this College is that this has been a chronic problem; that it is in fact as old as the college itself.

While this institution was as yet a school it was housed in nothing more than the long central block of the main buildings. The long hall which forms the left wing was constructed in 1890, in all probability just prior to or just after the opening of the F. A. Classes. The set of rooms which constitute the right wing were added in 1906. The laboratory buildings rose up on 1913 and the gas and other installations were completed in 1916. It certainly redounds to the credit of the Municipal Council that they achieved so much, apparently out of their own

## REPORT READ BY THE PRINCIPAL

resources. Since then the situation regarding accommodation has been one long stagnation with spasmodic patchwork and unsatisfactory tinkering.

So far as the college department was concerned the inescapable fact was that it was only an ornamental adjunct to the school, a sort of bright button on her cap. The school dominated the college, in a sense smothered it. While the school itself was being inflated to bursting point by the constantly increasing pressure of numbers it was unimaginable that the college would expand either in strength or in courses of studies. It is therefore not surprising that from the year 1919 a regular feature of every annual report to the Department was a complaint of want of accommodation and proposals for making up the deficiency. These complaints were not ignored. They produced results of a certain sort though not of the expected kind. From 1920 there started to flow into Tellicherry an imposing stream of high officers - Director after Director of the department of Public Instruction, Minister after Minister of Education, and at intervals the Governors of the provinces accompanied by their gracious ladies - all tending to raise high hopes in the hearts of principals battling with their back to the wall against the demon of inadequate accommodation. Proposals were examined, new sites were inspected, even budget provisions were made, but there was a little devil somewhere and at last everything ended in smoke. But in 1925 something positive happened. Some bright person in a sudden brain wave seems to have had the overwhelming conviction that there was plenty of room in the college and transferred to the college the secondary training school which had existed separately under the District Educational Officer. You can very well imagine the additional problems created by this. The picture that I get of the college about this time is of an odd assortment of an elementary school, a Middle school, a high school and a college all pigging it together snout against tail in merry comradeship.

In 1928 the University Inspection Commission noted the highly unsatisfactory situation of the college and made the inevitable recommendation that the High School should be separated from the college as, in their own words, 'it was highly undesirable that University undergraduates should be mixing freely with school pupils in the same premises'. Consequent on this a scheme for providing separate buildings for the High School and the Training School was sanctioned in 1929. But the crash and big slump of 1931 and the ruthless retrenchments that followed it made short work of all schemes. And as if to prove the old saying that misfortunes never come single there occurred what may be called the great school fire of 1932. A row of ungainly thatched sheds that housed several class rooms went up in flames. This must have been accounted far from a calamity as it was eventually replaced by the tiled shed on my left.

It was becoming more and more clear that the only way for the college to survive was by a sort of successful sackfight with the school sections. A determined

effort was made in 1938 in this direction. The Middle school and the Training section were thrown overboard, some of the High school classes were shifted to the disreputable lumber rooms of Barja's buildings and a search was made for rented accommodation for the rest of the school. I find that a proposal was made to lease, what used to be called rather grandiloquently the Regal Theatre (the present premises of the Cosmopolitan Club) and the adjoining buildings for housing the entire school. But on a closer examination the buildings were found unsuitable and so it was decided that the separation of the school was impossible. The college and the school struck together for better and for worse until they were finally divided in 1949 for the betterment of the college undoubtedly, though perhaps to the detriment of the school.

But I am anticipating the order of events and must turn back a little so as to bring this historical portion of my report to an orderly close. It often happens in the life of a man that out of black despair he stretches out a hand of hope, and when he is most burdened with difficulties he achieves his rarest triumph. Thus has it been with this institution. Though cribbed and confined for years it has nevertheless expanded in some remarkable ways.

Her most notable achievement after 1890 came however in 1947. It must be confessed that she had waited long enough for it. The raising of this college to First Grade will for ever be associated with the name of the then Principal Mr. P. R. Krishnaswami and the persistence with which he pursued this object. He was supported in this by the enthusiasm of the public, especially of the old students of the College, the co-operation of our representatives in the legislature and above all by the enlightened self-denial of the Tellicherry Municipal Council who placed their office buildings at the disposal of the college free of rent. The inside story of the sanction of B. A. Classes in this college if it could be told is an exciting story of generous co-operation, of unexpected helpers, of unforeseen snags, of lucky accidents and last minute decisions. I must however leave it to be told by more competent persons, those that were actors in the story. My present duty is only to thank sincerely on behalf of the college all those who had put out a helping hand in this noble enterprise.

Thus from the very small beginnings of sixty years ago we have grown to our present state of considerable respectability. We started with a very small number in 1890 and with very limited courses of study. Today we provide instruction in all the important subjects in the Intermediate stage, thanks largely to my immediate predecessor Mr. K. P. G. Menon, who with characteristic energy moved the immovable school at long last and secured affiliation for Natural Science. In the B. A. we offer instruction in the two main groups of Mathematics and Economics. Our student strength which even as late as the thirties of this century oscillated about a meagre one hundred has swelled to over six hundred. All this

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is no doubt eminently gratifying. But judged by any decent standard of the essential amenities of a Collegiate institution we are still extremely backward and we have to bow our diminished heads in shame before many much younger institutions. I have already narrated at some length the battle for living space waged by Principal after Principal. All that has resulted from this is a number of detached, squat, ugly-looking, uninspiring sheds. Those of you who have seen colleges elsewhere will agree with me that our college will easily walk away with the first prize for the most unimpressive buildings.

Let me however hasten to correct myself if I have unwittingly produced the impression that buildings are everything. Fine feathers no doubt make fine birds; but fine buildings certainly do not by themselves make a great institution. The spirit of an institution does not dwell in brick and mortar; its abode is in the minds of the men who work in and for it. And it is the glory of the human spirit that it can triumph and fulfil itself even against the most adverse circumstances. Thus has it been with this College. Despite cramping material difficulties it has to its credit a record of fine achievement as a centre of higher education in this part of the country. The proof of an educational institution lies in the worth of its products. For the past sixty years the alumni of this college have distinguished themselves in various walks of life. Wherever you look, whether in our foreign embassies or in our legislative chambers in the administration or in the defence services, in public life or in private industry and trade you are sure to discover an old Brennenite doing a good job and cherishing fondly the memory of his Alma Mater. A number of distinguished names rush to my tongue but I refrain from naming any lest by some inadvertent omission I should appear to make invidious distinctions.

At this point it is meet that I recall and pay my homage to all the former principals and teachers of this college. The college is what it is today by virtue of their incessant labour and selfless devotion. We are their fortunate heirs and enjoy the rich heritage which they have bequeathed to us. We reap where they have sown. The only true return that we can make them is to carry on the good work which they began and refrain from doing anything which might cause them regret or mar the spirit which they strove to instil into this institution.

Having been so long engaged with the past I shall now proceed to take a brief look into the future. It is common knowledge that the affairs of the college are approaching a crisis. Ironically enough that crisis has come in by invitation along with the raising of the college to I Grade. The affiliation granted for the B. A. in 1947 was temporary and its continuance was specifically subject to the construction of new buildings, provision of play ground and other amenities. The University expected these conditions to be fulfilled in two years. We have not been able to do so. Nevertheless the University has extended the affiliation for a

further period of two years ending with current academic session 1950-51. And so we are living under a threat that is dangling over our heads, of extinction as a First Grade College. That then is the grey back ground of anxiety against which we are holding these celebrations. To unsympathetic and unhelpful minds it might have all the appearance of a merry dance on the brink of a precipice. But I am sanguine that the college will weather this crisis and emerge into calm and prosperous waters. This I protest, is not a mere sentiment. It is grounded on my secure faith in North Malabar, in its long history of enlightenment, its deep interest in higher education. Shall it be said of its people that their forefathers gave them a college, that by heroic efforts, they raised it to First Grade after full 56 years, that 4 years later they celebrated its Diamond Jubilee and then allowed it to be extinguished or to be ingloriously reduced? Shall it be said of them that they had in their midst a jewel richer than all their earthly possessions, and like the base Judean they threw it blindly away? That would be a crowning disgrace which none of you can contemplate even as a possibility. No Sir, I am confident that the people of North Malabar will not betray their children and the generations yet unborn and earn thereby their curses instead of their gratitude.

I am afraid that there are quite a number of people who have not yet realised how critical the situation is, and who labour under several self-delusions. There is a small number, who clutch at the desperate hope that even if the B. A. Classes are knocked off, the college will continue as a second grade institution. I trust there are very few people in this gathering who will reconcile themselves to such an inglorious prospect. But even this is a most uncertain prospect. It is a settled policy of the University of Madras that all its affiliated colleges should be of the First grade. New colleges that start as second grade are given affiliation on the condition that in the space of 5 years they will attain the status of First Grade institutions. So then there is a very real danger that if North Malabar loses this college it loses it entirely.

There are others who still think that the college can grow and expand in its present site, that all these unattractive sheds could be pulled down and a two or three storied structure raised to house the entire college. Now the University has taken the view that the present location is unsuitable and that it should be shifted to a more spacious site. I am in entire agreement with this view. Our present position is comparable to that of the old Madras Christian College at Parry's corner, or of Pachayappas College in China Bazaar. Our battle is not only a battle for space it is a battle for peace as well. It is only the teachers and the students that can realise the odds against which we have to carry on our work in these premises. We are besieged in this place by a maddening assortment of day-long noises - the honking of cars and buses, the beating of drums, the comic cries of street vendors - all these break in upon solemn moments in the class room. We have again formidable rivals in the surrounding tea shops and the attractions of the

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street scene. It is certainly a tribute to our students' sense of duty and their powers of concentration that in spite of these alluring distractions they manage to be in the class rooms and listen to the lectures. We completely lack the peaceful atmosphere that is essential to academic work. It is my fervant hope that all the the people of North Malabar will join hands to help provide for this college at no distant date stately and dignified buildings, and residential Halls in a place conducive to collegiate life.

It seems to me Sir that the inauguration which I shall presently request you to perform will be more than an inauguration of the Jubilee Celebrations. I seem to see a new dawn, the dawn of a long long day that will know no setting; I have a vision of a never ending vista of progress for this college. It is this new era, this glorious future of this ancient institution that I now request you to inaugurate.





*Sitting:* Messrs. K. S. Ezhuthachan, Govindankutty Nair, Vadakkankur Raja Raja Varma Raja, *Poet Laureate* Vallathol, K. P. G. Menon (Principal), T. K. Nambisan (Dt. Judge), V. Unnikrishnan Nair, Manan Gurukkal, Karimpuzha

*Standing: 1st Row:* Messrs. A. C. M. Nambiar, K. P. R. Menon, 'V. V. K.', P. Kunhiraman Nair, A. K. Nambiar, R. C. Toyle Noorudin, P. V. Mukundan

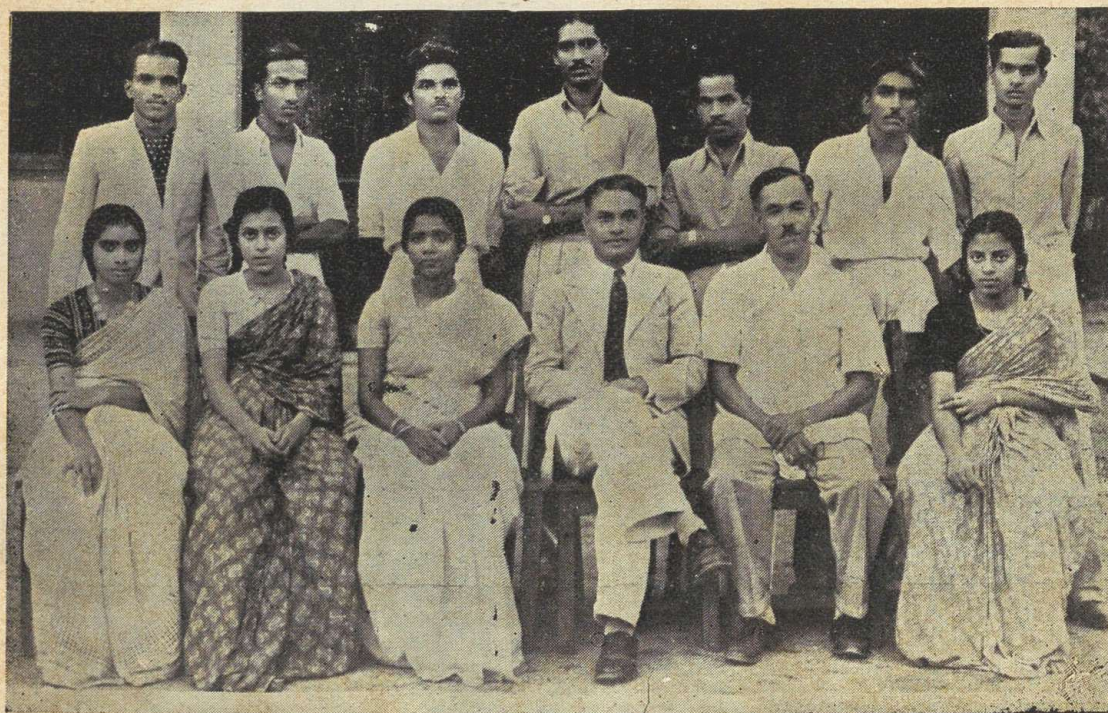
*2nd Row:* P. V. Damodaran (Secretary, Fine Arts), Sankunny Menon (Joint Secretary, Malayalam Assocn.), Messrs. K. S. Sivanam, E. E. Sarma, C. Narayanan, Ettanunni Raja, O. V. Abdulla (Joint Secretary, Malayalam Assocn.)



P. V. Mukundan



*Sitting : 2nd Row :* Rita Corriya (Student Vice-President), K. Gopalan (Secretary) Mr. Hasheemi (Principal, Govt. College, Mangalore), K. Balasundaram (Student President), Mr. M. M. Ghani (Principal), Capt. A. C. M. Nambiar (Lecturer-in-charge)  
*Standing : 1st Row :* (Vice-Presidents) Messrs. T. C. Mukundan (Science), C. Narayanan (History & Economics), Ramunny Nair (Sanskrit), N. P. Nooruddin (Urdu), K. R. Rama Krishnan (Malayalam & Fine Arts)



# Diamond Jubilee

SPORTS AND OLD STUDENTS' DAY—3rd FEBRUARY '51.

## WELCOME ADDRESS BY THE PRINCIPAL

*Mr. President, Dr. Abdul Haq, Old Students of the College, Ladies and Gentlemen,*

I have very great pleasure in extending to you a warm welcome on the Sports and Old Students Day of the Diamond Jubilee Celebrations.

Our original plan as most of you know was to hold these celebrations in the first week of January. According to that plan we had programmed for a four day celebration with a separate Old Students' Day. But when the function had inevitably to be pushed on to the middle of the term we thought it advisable to cut out one day by clubbing together the Sports and Old Students' Day. The idea was mainly to reduce the strain on the students, especially the Senior students who are not very far from their final examination. For similar reasons we have had to curtail a much more ambitious programme that we had projected for this day.

I believe that an active Old Students' Association is an integral part of every college. The concerns of a college cannot be dearer to any one than to its old boys. It seems to me that a student develops the right attitude to his college only after he has ceased to be one and has moved through a certain distance of time so as to get a proper perspective of what he was formerly too close to appreciate. While we are yet students it is possibly the irksome aspects of college life only that strike us most the compulsory attendance at classes, the weekly compositions, the examinations. The enjoyable and the valuable parts of it are swamped by what appear at the moment to be unpleasant. But old students have a better appreciation of their college days and of their teachers and can more clearly assess how much they have gained even from what was apparently sour and uninviting.

Regular and frequent contacts between the old students and present students of a college cannot but be of the highest value. It kindles, for one thing, in young bosoms something of the love and the loyalty which they find in the older men for their Alma Mater. It helps effectively to hand down traditions from one generation of students to another; and traditions sound, healthy and noble, are as you know the very life-blood of an educational institution.

Your Association I find has had rather a chequered life. I am told that it was first formed long ago but suffered from long periods of sickness in which its very existence was forgotten. However that may be, I know from the records that the Old Boys have taken a lively interest in the affairs of the college as is clear

## WELCOME ADDRESS BY THE PRINCIPAL

from the numerous endowments created by them. I also know by hearsay that you played a worthy and energetic part in securing the B. A. Classes for this college; and I know by personal knowledge that it is you who have made these celebrations possible. When I told your Executive Committee that we wanted funds for the Jubilee Celebrations and that I expected the Old Students' Association to find them, they without any demur undertook the responsibility and they have discharged that undertaking most worthily. The Association has again showed its keen interest in these celebrations by getting up today's programme of entertainments all by themselves.

Whatever may have happened in the past I believe that the Association has now come to stay. I hope that, as a memorial to this auspicious event the association will by virtue of its new found strength enjoy a very active life. Let this day's function become a regular annual feature in connection with every College Day. That by itself is not enough. Your Alma Mater needs your services here and now in a most urgent way. Yesterday in my report I indicated to you the critical situation in which the affairs stand; if you old students will not rush to her help in this hour of her dire need even at some sacrifice I do not know who will. It is a challenge to your love and loyalty and I am confident you will respond to it in a fitting manner.

I am very happy that we have been able to secure a distinguished old student to preside over this day's function. His presence here is a token of his great love for and interest in this institution, and will undoubtedly be an inspiration to other students past and present. I welcome you Sir, most cordially back into the great fold which you left long ago. I hope you will find here no change but what is for the better.

I will now address myself to the pleasant duty of welcoming Dr. M. Abdul Haq. In doing so I am likely to grow inarticulate with an overplus of happiness. There are not many in this audience who can realise what a peculiar pleasure his presence here gives me this evening. I have served for long years under him as my Principal and those were years of such happiness as only those who work under him can know. To his colleagues and his students alike he is great and good. How he manages that is his own secret. I have, however tried to fathom it during those years of my apprenticeship at Madras and I know I have benefited by it. During these last brief years of my own Principalship I have but endeavoured to be his industrious imitator. So that if I do succeed in doing any good anywhere, it is his and not mine; for he is its 'true parents and original'.

I must also tell you here that Dr. Haq is in our midst today not only because of my personal attachment to him but in his own right as well. When I discussed with my colleagues the distinguished persons who were to be invited to participate in the celebrations we all felt that the Heads of the University and the Education Department ought to be associated with our function. But we could get

## WELCOME ADDRESS BY THE PRINCIPAL

neither the Vice Chancellor nor the Director to come. The problem however was neatly solved by inviting Dr. Haq who happily represents both as the senior most Officer of the Department next to the Director and as a very senior member of the Syndicate of the Madras University. His presence here today is again most appropriate when you consider that he was an important member of the University Commission which recommended the affiliation of this college for the B. A. For all these reasons I have the greatest pleasure in welcoming you Sir to our celebrations to give away the prizes this evening. One word more Sir before I pass on to my next point. I am sure that you will meet some of our students here some months hence at Madras, having found their way into Presidency or trying to force their way into it. When that happens I commend them Sir to your special attention.

As this is the Jubilee Sports Day it may not be out of place if I say something now on our athletic activities. In sports our past was glorious, our present is a blank, our future uncertain. Some fifteen years ago, this college enjoyed an amazing reputation in the field of sports. Year after year the then Principals were able to report glowing achievements which have made green with envy in reading them. In 1932 on regarding the College Cricket Team played 11 matches and won 9; the same team went out to Madras and battled successfully with several teams there. We won the Tennis tournament at Palghat, the Football at Bangalore all in the same year. And to crown everything one of our cricketers was chosen for the University team that toured North India - Theodor Gabriel for shortness called 'Teddy' - And the story was the same in several succeeding years. A plentiful annual harvest of cups and trophies was the invariable reward for the exertions of our boys in all kinds of games. But from the beginnings of the forties the records tell a different story. We that did not know the taste of defeat do not know the taste of victory. I am puzzled by this curious phenomenon that with increasing numbers there has been decreasing achievement. Is it the after-effect of the war and rationing and malnutrition? or is it a general decline in the interests cultivated by our present students? Sometimes, I think, it is only a revulsion against the relentless pot-hunting of our earlier years. It would seem that we are out to demonstrate to the world the spirit of true sportsmanship - that it consists not in winning but in losing with grace and composure. We have been losing and losing these several years; but we flatter ourselves that we have always played the game.

That is a spirit which I applaud. Nevertheless I do hope that the Jubilee Celebration will mark a turning point in the melancholy recent history of our sports, that it will stimulate the interest of many and improve the achievements of a few.

May this day's prize-giving prove auspicious to the future of sports in this college.

I once again extend a warm welcome to the distinguished guests of this evening.

## The Diamond Jubilee

FRIDAY, 2nd February was, to use a hackneyed expression, a red letter day in the annals of the college. It was a bright day and a gentle breeze from the sea was flirting with the National Flag that was up on the college mast. The college wore a festive appearance; the quadrangle had been decorated with festoons of many colours. Seats had been arranged diagonally in the quadrangle and the improvised stage at one corner commanded a full view of the quadrangle.

Clusters of people, gaily dressed, were dispersed all over the place laughing and talking. Volunteers were hurrying hither and thither with a show of importance that was quite in keeping with the occasion. There was a never-ending stream of ladies, bright of face and brightly dressed, wending their way to the ladies' room. The air was thick with their rippling laughter and the "swish" of their sarees.

Straight on the stroke of 4-30 the Principal appeared in the courtyard immaculately and elegantly dressed in a suit of light cream. The Hon'ble A. S. P. Aiyar would be arriving any minute now. Presently a double colour Hudson sailed majestically into the compound and pulled up in the courtyard. Out came the Hon'ble A. S. P. Aiyar in a dark blue striped tweed suit (with the familiar waist coat) with a roguish glint in his eyes and lips twitched ready to crack a joke. The members of the College Advisory Committee, the President and the Secretary of the College Union, and the members of the staff had gathered to receive him. The Principal introduced him to the Members of the College Advisory Committee, but when he came to the members of the staff, the Hon'ble A. S. P. Aiyar dispensed with all ceremony, went to every one of them, wrung their hands heartily and joked with them, particularly with the women members of the staff who seemed to find him delightful.

Then there was a group photo during which the irrepressible tongue of the distinguished visitor poured forth a stream of lively talk which set us all roaring with laughter, much, I am afraid, to the inconvenience to the photographer who was trying to get us all steady for a snap. A plaintive "please" from the photographer, however brought us to attention. Then we repaired upstairs for tea.

Punctually at 5-30 the celebrations began. The Principal explained the unavoidable absence of the Hon'ble Harekrishna Mahatab who was to have inaugurated the celebrations. After prayer, the Principal welcomed the guests and read the Jubilee Report. To one who had endured on difference occasions, college day reports - catalogues of achievements in veins ranging from the mock-heroic to the

matter-of-fact reports - mumbled inarticulately and with an apologetic air, the Jubilee report came as a refreshing contrast. It was a piece of brilliant prose rendered with a refinement of accent and intonation that should have taken the Hon'ble A. S. P. Iyer back to his days at Oxford. And the history of the college as related by the Principal was a tale of gripping interest.

In requesting the Hon'ble A. S. P. Aiyar to inaugurate the celebrations and deliver the Jubilee address, the Principal said the Hon'ble A. S. P. Aiyar could talk not for two but for half-a-dozen, and he did. He took the clue from the Principal's statement that the college had started from humble beginnings and began by tracing the origins of the many rivers of India and ranged over a wide ground with an erudition and a versatility that were amazing. He dipped into history, glanced at the folk-lore of India and quoted copiously from the Gita, the Vedas and the Upanishads. All the while there was a racy side-stream of delightful caricature of our accepted notions and good-humoured attack directed against all and sundry. His remarks on unpunctuality on the ministerial level, on adult education, on modern educated women; his classification of men into heroes, 'Nero's, and Zeros, of teachers into those who teach less than they know, those who teach all that they know and others who teach more than they know, - all these and more were most diverting. After nearly two hours of fluent and entertaining oration, he wound up with an exhortation to the students and the staff to give of the best to the glory of the college.

Sri K. Kunhiraman Nair, President of the College Advisory Committee proposed the vote of thanks.

The variety entertainments that followed were good. A dance-drama by the women students of the college, and a masterly exposition of Kathakali by the talented artiste - Kalamandalam Krishnan Nair, were the high lights of the evening's entertainments.

The second day of the celebrations was the sports and old students' day. Sports events were gone through in the morning and the afternoon. Mr. W. Cresswell, Dy. S. P. was the President in the morning. Mrs. Cresswell gave away the prizes for the events in the morning. Sri S. P. Krishnan Nair, Old Student, presided over the old students' function in the evening. Dr. M. Abdul Haq, Principal, Presidency College, Madras, gave away the prizes. Sri T. Narayanan Nambiar, Govt. Pleader, proposed the toast of the college. The President Sri K. Balasundaram and the Vice-President Miss Rita Correya, of the college union replied to the toast.

The best speech of the day was delivered by Dr. Haq who adhered very strictly, much too strictly for the audience, to the maxim "Brevity is the soul of wit". In a short, pointed and purposeful speech, delivered with the dignity of a

senior member of the University and of the Education Department, Dr. Haq related an incident about Oxford in which a free fund floated by the University was over subscribed within a very short time of the appeal. That speech was a real service to the college for it was one of the most effective appeals for funds for the college buildings.

After the vote of thanks by the Secretary of the Old Students' Association, Sri K. Krishnan Nambiar, the old students presented a variety of entertainments of which the Shadow Play was very much appreciated.

The last day of the celebrations was Kalotsavam Day. Sri M. P. Sivadasa Menon was both the President and the speaker of the day. He delivered a scholarly lecture on "Pre British Life in Malabar" in which he discounted many of the illusions that had gathered round the modern view of ancient life in Malabar. Sri K. A. Joseph proposed a vote of thanks.

The entertainments of the day were restricted to a play each in English and Malayalam. The English play, an adaptation of Sheridan's "Rivals", was marked by broad humour and piquant situations. The actors under the able direction of Sri K. S. Sivaraman, acquitted themselves creditably.

The Malayalam play written and directed by Sri K. Ramakrishnan, brought to life on the stage, a shining page of Moghul History. The accent was on gorgeousness. The play, a trifle long drawn-out, superbly blended romance, humour and pathos and was a tribute at once to the histrionic talents of the students and the genius of the author-director.

The Science and educational exhibition which was part of the celebrations, attracted huge crowds on all the days. The History Department had gone all out to illustrate the historical and economic facts of India and the world and the Mathematics Department had contrived to make mathematics pleasant and attractive. But the palm would go to the Physics, Chemistry and Natural Science Departments with their many gadgets and contraptions and distillations and biological freaks, which bespoke not merely the ingenuity of the members of the department but their uncanny understanding of human psychology. The visitors were tremendously fascinated and were loath to make way for others to see the exhibits. The exhibition was the prominent topic of conversation for many days in the town and neighbourhood, and there were requests to prolong the exhibition by some more days. We could not however comply with the requests for considerations of space. The unflinching courtesy of the volunteers under trying conditions contributed not a little to the success of the exhibition.

A reference should be made to the canteen that was run by the students during the celebrations. That the students were very good businessmen too was

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borne out by the success they made of the venture. Window-dressing came naturally to them and it was amazing how they attracted custom and retained it throughout.

On the evening of the 5th, there was a family gathering of the students and the members of the staff in the college quadrangle. The noise and bustle of the previous days were absent. Things were slowly returning to the normal. Every one was tired; but every one was happy too. The hectic activity of the past few days had made exacting demands on their flesh and their spirits. But everyone connected with the college rose to the occasion in a magnificent way. Particularly the students who pulled together in a team, jealous of the honour of the college and unmindful of serious inconveniences. A wave of justifiable pride swept over them as the Principal paid them a glowing but richly deserved tribute. It had been a great experience for them,

As they returned home that evening the Diamond Jubilee was already fading into a memory for the examinations were fast approaching and the text books that had been neglected for some days began to clamour again for attention. But not all of them could return to their text books immediately. The volunteers, perhaps the hardest worked of the lot, with their captain Sri N. P. Vijayaraghavan and Sri P. S. J. Manickavasagam who was in charge of seating arrangements, had a tough job shifting the furniture back to their places and removing all traces of hilarity, and restoring the studious atmosphere of the college.

*R. Swaminathan*



## *The Diamond Jubilee Exhibitions*

It was great fun; and my friend and I enjoyed every minute of the three hours we spent at Brennen College on the last day of the Exhibition held in connection with the Jubilee Celebrations. Not since the last two decades or so, had Government Brennen College put up a show of this type, and one and all of Tellicherry's thinking public had determined to see it through. Crowds queued up along the narrow verandahs of the old building, waiting their turn to be jostled into, or sometimes bodily carried over to be desposited into the first of the various departments.

After about an hour's patient waiting we found ourselves in the History and Economics Department: Not having made any acquaintance with any of the political sciences in my collegiate course, I was rather unwilling at first to waste my time over the many maps that faced us on the walls of the none too spacious hall. But the student volunteers seemed so eager to explain the maps they had so carefully and artistically prepared, that we feigned interest and submitted willingly to be jostled along. But very soon we found ourselves asking questions and listening to intelligent answers, while the whole field of India's Natural resources, her mineral wealth, her agricultural products, her chief towns, her industries, her railways, everything else besides, were being explained to the visitors in detail. And what was more, there were numerous charts too. Health charts, Nutrition charts, charts on India's balance of trade, her finances, her exports and imports, her consumption of electricity, charts relating in fact to every sphere of India's Industries and commerce. We did emerge out of the room realising for the first time how little we knew.

A ten minute's halt at the passage leading into the Chemistry Laboratory gave us a glimpse of what the lecturers and the volunteers had to put up with, to control the mad rush of the student population of the town and the villages into the halls. There was no reasoning with the young ruffians. They had paid their two annas, they had cut their morning classes, and they were not going to be turned out. No, they couldn't come in the afternoon, they lived too far away. The volunteers coaxed, cajoled, threatened, and finally allowed them in, in batches of twenty. So that meant waiting there for the remaining batches to push their way ahead. Thank God the College had at least verandahs if not spacious halls; and these, bless them, seemed especially designed for this purpose of accommodating people who had less luck than their more fortunate brothers of seeing the fun within doors.

Our turn came sooner than we expected. The Chemistry section too had put up a fine show. The first item, that of the Blushing Girl was amusing as well

as intriguing. I couldn't help observing to my friend that the student in charge of the item, seemed to have caught the contagion from the clay model. Probably the colour rose in her cheeks at my friend's innocent question, whether the model blushed for both the ladies and the gentlemen alike, or whether she showed discretion in her blushes! The scientific explanation for this seemingly natural phenomenon seemed too simple to be true. You just dabbed the model's face with a piece of cotton dipped in Phenolphthalein and sprayed an alkali like Ammonia over it and Lo! there was the chemical reaction and the young lady blushing as the proverbial red rose.

And that took us on to various items of Chemical magic like the Dancing moth balls, fire under water, the singing flame, artificial volcanoes etc etc. We were particularly charmed by what one student demonstrated, the formation of the Silica gardens with the Lead tree, the tin tree and the silver tree. The phenomenon of artificial sunset by passing a beam of light through acidified Hypo came in for a deal of appreciation. Then there were other interesting items like the preparation of synthetic silks, manufacture of soaps, cosmetics like hair oils, face powders, creams, nail polish and other accessories.

The way out of the chemistry laboratory took us straight to the Physics Department. The very first contrivance that arrested our attention was "The Magic Door", which remained steadfastly closed in spite of our repeated attempts to open it. My Blasphemous friend whispered "Knock and it shall be opened unto you". But the student in charge mysteriously averred that it was the abode of Kali, and that the goddess inside would vouchsafe a darshan only to devoted votaries like himself. And after manipulating a couple of electric switches on the switch board accompanied by the chanting of unintelligible mantras, the door swung open of its own accord to reveal the hidden deity! Liesurely came the explanation. The door would open only if three out of the eight electric switches were operated in a certain order.

Then we stepped into a dimly lit room where I was invited to sit before a contrivance with a mirrored surface and given the privilege of doing my toilet once again. What with the jostling and the cramming, I must look a sorry sight, I thought. Well, it was kind of that lad to help me thus. Must remember to thank him for his courtsey. After thus musing for a minute, imagine my consternation when, the smart smiling reflection of a minute ago, had, before I had time to adjust my tie, suddenly changed to a hideous grinning skull! Needless to say we scooted from that dark abyss as fast as our legs could carry us.

And then attracted by the crowds that had gathered round the magic Tap we stopped there to gape in wonder at that amazing spectacle. Yes, there was no mistake about it. A steady stream of water was indeed flowing down a

disconnected tap. There were no invisible connections, no optical illusions whatsoever. The contrivance when explained was exceedingly simple. It was just an application of the principle of the fountain. One end of a narrow glass tube was attached to the mouth of the tap, and the other to the opening in the sink through which water at high pressure forced its way up. The overflowing water in the mouth of the tap runs down the tube and hides the glass very adroitly, thus giving the impression that it flows down from some mysterious region inside the disconnected tap.

Most of the other experiments like the Discharge of Electricity through Giessler tubes containing gases at low pressure producing beautiful colours, the simple mechanism of the fire alarm, the prompt action of the Burglar alarm with the policeman miraculously appearing on the scene of theft when the silver plate is removed from the place, all came in for a deal of appreciation from the spectators. Hats off to the Physics Department, said I, as we pushed along to the Mathematics section.

What business had I to step in here? thought I. Not since my High School days had I been accosted by the unfriendly algebraical symbols 'a' and 'b' and their mysterious companion 'x' which for me had always remained an unknown quantity. Suppose these and their still more repulsive progeny attacked me with a vengeance now? But there was no backing out. I should be careful, though, not to ask questions and get into trouble. No sooner had I summoned a sympathetic smile for the lad who was fumbling with a whole series of numbers, than he caught my eye and charged on "Think of any number present in these squares....." The Lord save me, I whispered fervently. I am in for it. The old dread of the unknown 'x' took hold of me completely. Casting a despairing look at the friend who seemed to enjoy the situation very much, I submitted to the charge..... But Bravo! here was something novel. None of your nerve-racking calculations. You had only to answer in monosyllables to a few questions "Was the number in the first square?" "No". "In the second" "Yes" "Third" "No". "Fourth" "Yes" That was all, and in a split second you were told the number you thought of. Sheer magic it seemed to us.

More surprises were in store in the succeeding charts. The mode of construction of the Magic Squares were very clearly illustrated. So too was the chart which showed the Egyptian method of multiplication. The sketch of a human face with the aid of a simple closed curve arrested the attention of all the spectators. We steered forth from the room rapt in amazement at the skill with which the mathematicians in spite of the abstract subject with which they had to deal, had caught the imagination of the miscellaneous visiting public with their intriguing exhibits.

## THE DIAMOND JUBILEE EXHIBITIONS

There was just the Natural Science Department left, and if we hurried through, we would be able to cover it before lunch time interval. Surprisingly enough there wasn't too much of a stampede here. The exhibits were most of them specimens of bottled invertebrates and vertebrates. The deadly Octopus with its blood sucking tenacles looked quite frightful. We were told that it was caught from the Tellicherry Backwaters. The Botanical experiments demonstrated to show that water is lost during transpiration, that carbon-di-oxide is evolved during respiration, that light is necessary for starch formation, that Oxygen is evolved during Photosynthesis, were both instructive as well as interesting.

It was worth it; all the stampede the cramming, the jamming the fighting, which we went through, to see the marvels that Government Brennen College had to show. But apart from the novel exhibits, what impressed us most was the spirit in which the staff and students worked together towards the success of the Exhibition. The students in charge of the respective experiments, showed untiring zeal to explain very lucidly the intricacies of the items they were in charge of. We couldn't help but admire their self-less work.

Here's our heartiest congratulation on the fine way you acquitted yourselves, lads, and lasses too, and a warm hand-clasp to one and all of you till we meet again.

*A Spectator*



# *Diamond Jubilee Celebration Committees*

## INVITATION AND RECEPTION

Mr. K. A. Joseph (Convenor)  
Janab K. Kunhipacky  
Mr. C. Karunakaran Nair  
Mr. N. P. Vijayaraghavan

## SEATING

Mr. P. S. J. Manickavasagam (Convenor) and members of the  
Mathematics Department  
Mr. E. Sankaran Kutty Nair  
Mr. C. Karunakaran Nair for coordination with invitation  
committee

## LIGHTING, LOUDSPEAKER AND STAGE

Mr. T. C. Mukundan (Convenor)  
Mr. C. Karunakaran Nair  
Mr. K. Vasudevan (Mechanic)

## DECORATION

Miss B. Hay  
Kumari A. C. Indrakshy  
Mr. E. K. Varadan

## VOLUNTEERS

Mr. N. P. Vijayaraghavan

## EXHIBITION

Mr. T. C. Mukundan (Convenor)  
and all the members of the Science, Mathematics and History  
and Economics Departments

## ENTERTAINMENTS

Mr. K. R. Ramakrishnan (Convenor)  
Mr. K. S. Sivaraman  
Kumari K. Devaky

PRIZES

SPORTS: Mr. E. K. Varadan

OTHER PRIZES: Mr. K. A. Joseph

CASH AND REFRESHMENTS TO VOLUNTEERS

Mr. K. A. Joseph

REFRESHMENTS

Mr. C. Karunakaran Nair

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**List of Prize Winners in Literary Competitions and  
Endowment Prizes**

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PRIZE WINNERS

1.	Proficiency Prize	IV B. A.	Economics	Bhaskaran K.
2.	do.	III B. A.	Mathematics	Elizabeth Paul
3.	do.	Intermediate	Gr. I	Damodaran Nair
4.	do.	do.	Gr. II	Leela M.
5.	do.	do.	Gr. III	Nalini P. K.
6.	Science Association Prize ...	...	...	Suryanarayanan P. S.
7.	Coronation Prize ...	...	...	Viswanathan A.
8.	Co-operative Union Prize ...	...	...	Sukumaran E. K., IV B. A.
9.	E. C. Brothers' Essay Prize	...	...	Balasundaram K., IV B. A.
10.	Sivaram-Vijayan English Prize	...	...	Savithri, Class II
11.	Karamchand-Asher English Prize	...	...	K. C. Savithri, Class II
12.	Sanjayan Industrial Essay Prize	...	...	Bhaskaran K., IV B. A.
13.	Union Prize for U. N. O. Essay	...	...	I. Balasundaram K., IV B. A.
14.	do.	...	...	II. Rangunathan K. C., II Cl.
15.	N. Raman Handwriting Prize	...	...	Lakshmi P. V., III B. A. Srinivasan M. M., II Cl.
16.	Diamond Jubilee College Debate	...	...	I. B. Shantha Kumari, I Cl.
17.	do.	...	...	II. Rita Correa, IV B. A.
18.	Narayanan Nambiar—Special Prize	...	...	Lakshmi P. V., III B. A.

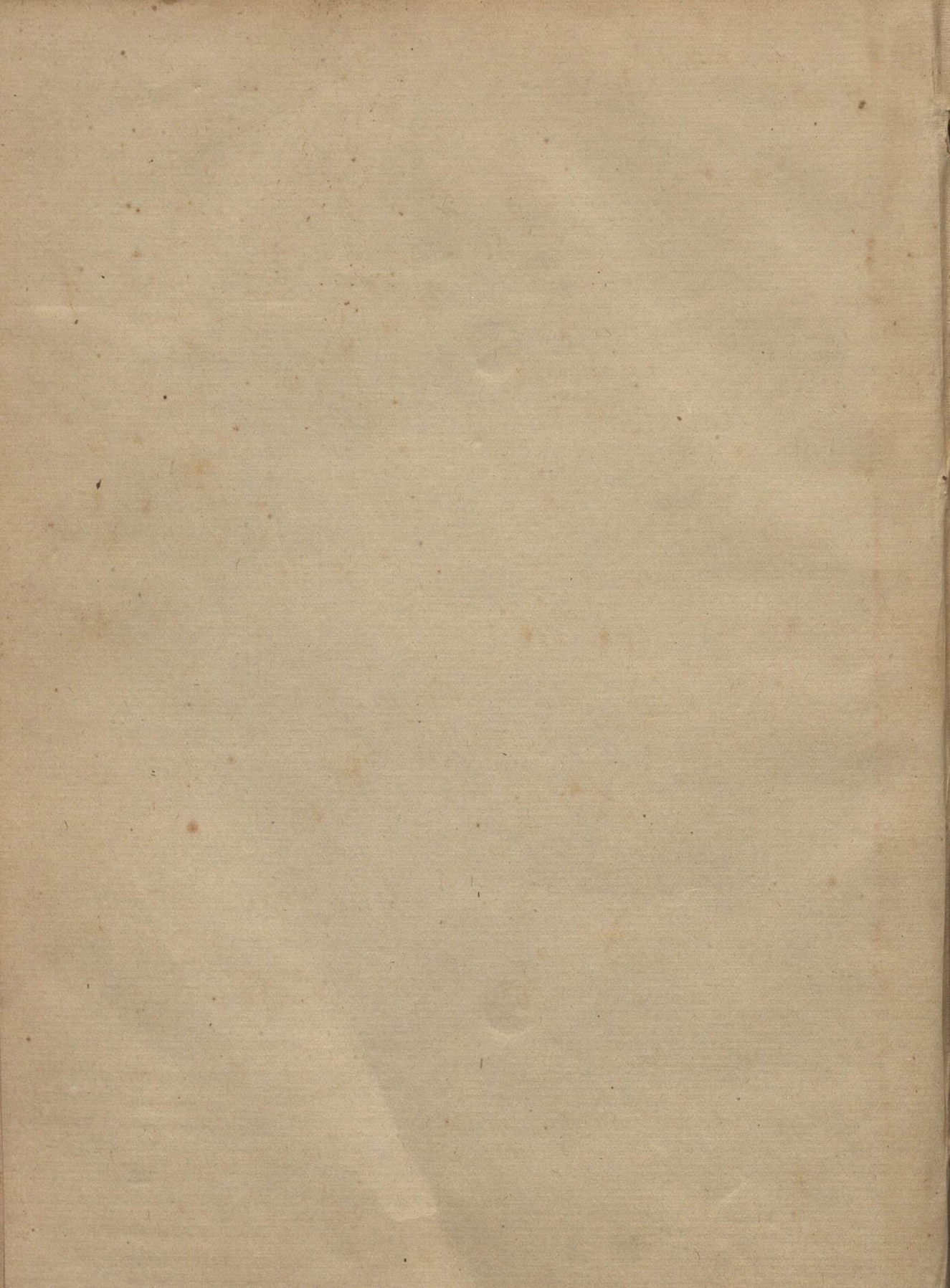
## PRIZE WINNERS

19. Diamond Jubilee Inter-Collegiate Debate	...	I. Janardhanan G. V. C.
20. do.	...	II. Balasundaram K., G. B. C.
21. A. I. R. Kozhikode Broadcast Prize	...	Bhaskaran K., IV B. A.
do.	...	Gopalan K. „
22. Amity Prize - English	...	Ramakrishnan P., III B. A.
23. do. Malayalam	...	Bhaskaran, IV B. A.
24. do. Urdu	...	Mustaffa, II Cl.
25. do. Hindi	...	Rajagopalan T. M., II Cl.
26. Cheruvari Vasudevan Music Prize	...	Madhavi Kutty N. K., Class II Savithri K. C. „
27. Dr. Sreedharan Special Prize	...	Shanthakumari, I Cl.
28. Cheruvari Vasudevan Music Prize Boys	...	C. Balan, IV B. A.
29. Korappan Gurukkal Prize - Malayalam	...	Narayanan Nair, III B. A.
30. Karamchand Memorial Arabic Prize	...	Mohammed U. II Cl.
31. Karamchand Memorial Urdu Prize	...	Abdul Majeed, Cl. I
32. Karamchand-Bhagat Sanskrit Prize	...	M. Raghavan, Cl. I
33. Karamchand-Govinda Malayalam Prize	...	Nanu K., Cl. II
54. Nambiar & Co. Essay Prize	...	Padmanabhan Nair, Cl. I
35. P. Kunhiamma Malayalam Elocution Prize	...	Nanu Nair M., Class II
36. Science Demonstration Competition Prize	...	I. Srinivasan M. M., Cl. II do. II. Krishnan K., Cl. I
37. Karamchand-Pisharodi Prize	...	C. K. Sarala, Cl. I Gr. I
38. Pazhayanoor Amminikutty Prize	...	Ammalukutty, Cl. I
39. A. Kunhikannan Translation Prize	...	V. Narayanan Nair, Cl. III
40. Navasahithi Prize	...	I. Kuttysankaran Nair, Cl. III II. V. Narayanan Nair, Cl. III.
41. College Magazine Prize for the best article in the College Magazine	...	P. C. Savithri
42. Special Prize for fire drill	...	K. C. Raguthaman, Cl. I

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